

THE CATHOLIC SCHOOL Journal

Volume 55

Number 1

January, 1955

In This Issue

A HAPPY NEW YEAR

The editors and publishers of the CATHOLIC SCHOOL JOURNAL extend to each reader their sincere wish for happiness and success in the year 1955. We promise to supply helpful discussions of current problems in education. It is our intention to act as one of the "beacons in a troubled world."

ANNOUNCEMENTS

In this issue you will find the first of four articles entitled: *Should the Customary Arrangement of the Catechism be Changed?* These are written by Father Hofinger, S.J., an authority on catechetics, a member of the faculty of the summer session at the University of Notre Dame:

The February issue of your JOURNAL will be the annual Schoolbook and Library number; the March issue will be the Vocation and Pre-convention number.

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Evaluation of Audio-Visual Aids

THE NEW YORK TIMES

Times Square, New York 18, N. Y.
Pan-American Partners

The New York Times Filmstrips on Current Affairs focus the spotlight on the latest developments in United States relations with Latin America in *Pan-American Partners*, the filmstrip issued for January, 1955.

The dominant theme of the filmstrip is the strengthening of ties between Americans of the North and Americans of the South that is forging a closely knit community in the Western Hemisphere.

This theme is reinforced by graphic presentation of the common bonds of love of freedom and popular government, the ties of economic interdependence, the cementing of a common defense pattern. Historical background covers the Monroe Doctrine and Latin emergence from colonialism.

But the filmstrip also puts proper accent on past U. S. policies that bred discord, the instability that marks Latin politics, and the economic, industrial, and social backwardness that retards full use of Latin resources, which are examined in detail.

Pan-American Partners supplements the pictorial with graphs, charts, and maps. In 60 frames, for 35mm. projectors, it is accompanied by a discussion manual. This contains an introduction to the subject and supplementary information for each frame. The frames are reproduced in the manual, which also offers suggested activities and suggested reading.

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"Signs of Life" Series

Another release of filmstrips in the *Signs of Life* series was announced by the Society for Visual Education. They are 35mm. strips covering Baptism, Confirmation, Marriage, The Mass, and The Priest. They have the imprimatur of Archbishop Noll and are adapted from the Fides Albums by Vincent and Clarence Giese.

Series Content: This highly impressive series of filmstrips greatly aids in clarifying

George E.

Vander Beke, Ph.D.

Editorial Consultant for Audio-Visual Aids

the sacramental system. Emphasizing the Scriptural origin of the sacramental words and actions, the filmstrips present close-up pictures with identifying captions of the sacramental liturgy as it is celebrated in parish churches. Whenever possible the filmstrips also emphasize the social aspects of the sacraments and how they affect the life of the Christian. Finally a truer understanding of the sacraments is gained in this inspiring religious study which ultimately teaches us how to love Christ more and how to project this love for Him into our daily lives.

Utilization: These filmstrips with accompanying manuals may be used very successfully in the following areas: 1. adult inquiry classes, 2. junior and senior high religious discussion courses, 3. Chi-Rho clubs (parish sponsored religious courses for public high school students), 4. retreats, 5. parish study clubs, and 6. Pre-Cana and Cana conferences.

JAM HANDY

2821 E. Grand Blvd.
Detroit, Mich.

This company announces the release of seven filmstrips in color for primary grades. They help children prepare for their first reading experiences with picture stories. Colorful and realistic, this engaging filmstrip series aids in developing the child's ability to interpret a story in sequence.

Each filmstrip visualizes a succession of experiences familiar to young children. The pictures have no captions. They encourage children to create a story of their own and to express themselves orally.

True-to-life art work features colors pleasing to children. Important objects are accented in primary shades. Children will readily identify themselves with the youngsters shown in the picture stories. Every picture depicts a situation in which they can easily imagine themselves. Each

filmstrip presents an individually complete picture story. Filmstrips in this series are:

The Squirrels' Picnic

Preparations for a picnic provide each member of the family with specific duties to perform. At the picnic site, squirrels join the family to lend excitement and humor. (10 frames)

Lost at the Fair

Enthralled by the excitement of a fair, two primary-grade youngsters suddenly find themselves separated from their parents. With the help of a kindly policeman, the family is joyfully reunited. (10 frames)

Puppy Plays a Trick

Two youngsters are playing with their puppy and a ball in the back yard. Suddenly the dog runs off with the ball and hides it inside the house. The children search for the ball. Everyone is happy, including the puppy, when the ball is found. (9 frames)

The Loose Tooth

A little boy receives money from his mother to buy bread at the grocery store. The grocer gives the boy an apple to eat on the way home. When he takes a bite, the boy is surprised to find one of his front teeth in the apple. (9 frames)

Buying a Pet

Walking by a pet shop, a little boy sees a dog for sale. He wants the puppy but does not have enough money in his piggy bank. Through a series of jobs he performs around the house, he saves his money and is finally able to purchase the pet. (11 frames)

Surprise for Daddy

Mother and daughter go on a shopping tour in a clothing store. The girl is allowed to choose her own red sweater. Mother buys one just like it for herself. When they return home, father is surprised to see them dressed alike. (12 frames)

Let's Go to the Zoo

A happy family visits the zoo where they

(Concluded on page 6A)

Audio-Visual Aids

(Concluded from page 5A)

see the many animals. At the monkey cage, a monkey grabs the little boy's hat as he bends over to pick up his bag of peanuts. How to get the hat back involves diplomacy and father's help. (12 frames)

CORONET FILMS
65 E. South Water St.
Chicago 1, Ill.

During the month of December, 1954,

five new Coronet films will be available for preview before purchase. Four of the 16mm. sound motion pictures comprise a new series dealing with simple machines: levers, pulleys, inclined planes, and wheels and axles. These are planned for use in science classes of the intermediate grades. Also to be released in December is the idyllic new film, *The Making of The River*, produced by the Conservation Foundation and distributed by Coronet Films.

Simple Machines

Levers (½ reel, sound, color or B & W). Introduces the concept that the lever is a

simple machine which can change the amount of force and/or its direction. The interrelationship of force and distance is clearly presented, and the film shows such familiar forms of the lever as a see-saw, nutcracker, and broom and examples of more complex machines which utilize the principle of the lever. (*Intermediate, Junior High*)

Simple Machines

Pulleys (½ reel, sound, color or B & W). Visualizes this simple machine and explains the principle of its operation. Both the fixed pulley, which changes direction, and the movable pulley, are examined in detail along with the block and tackle system. Effective motion picture techniques are used to bring out the functions of different kinds of pulleys as they are seen in everyday use. (*Intermediate, Junior High*)

Simple Machines

Inclined Planes (½ reel, sound, color or B & W). Presents the principle of the inclined plane, including the screw and wedge. Through a skillful combination of stop-motion photography and animation with familiar examples, the film helps pupils recognize common forms of the inclined plane and to understand their function as simple machines. (*Intermediate, Junior High*)

Simple Machines

Wheels and Axles (½ reel, sound, color or B & W). Illustrates the force and distance relationships which exist in machines utilizing the principles of the wheel and axle. The way in which the working wheels of bicycle increase force or distance is analyzed and visually demonstrated, and the film examines such applications of the wheel and axle as the gear drive, belt drive and crank. (*Intermediate, Junior High*)

The Making of the River

(1 reel, sound, color or B & W). This film is a lyrical and poetic interpretation of this natural process. Tracing the physical formation of the river from its source waters in the forest, the mountains, and the glen, the film follows the river to its triumphal termination at the sea. The rich blending of color and movement, the poetic narrative, and the musical background against which the river's progress is seen make the film a complete and moving experience. Produced by The Conservation Foundation. (*Junior High, Senior High*).

* * * *

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New Books of Value to Teachers

The Truth About Catholics

By Virgil A. Kelly. Cloth, 173 pp., \$2.75. The Dial Press, New York, N. Y.

The author of this work has achieved wide acclaim as the originator and author of the religious advertisements published during the past six years by the Knights of Columbus. While the book takes up only a limited number of Catholic doctrines and practices, it is distinguished by the same friendly, positive qualities, the same respect for the reader who is in error, the simplicity and clarity of language which have distinguished the advertisements and made them so astonishingly effective. Except for the first chapter, which explains the lack of integrity of the Maria Monk and Chiniquy type of calumny against the Church, the author sticks closely to positive explanations of Catholic doctrine and morals, especially in such matters as the sources of faith, the Holy Sacrifice of the Mass, confession, life after death, the patriotism of Catholics, and the authority of the pope. While the book will appeal most largely to non-Catholics, it should be widely read to supplement high school and college courses in religion.

Liturgical Catechism

On the Sacrifice of the Divine Liturgy. Paper, 110 pp. Published by the Bishop's Chancery Office, Byzantine-Slavonic Rite Exarchate, 54 Riverview Ave., Pittsburgh 14, Pa.

The Sacrifice of the Mass is designated as "the divine liturgy" in the language of Catholics of the Byzantine-Slavonic rite. Members of this rite in the United States are served by their own bishop, the Most Rev. Daniel Ivancho, of Pittsburgh, under whose zealous work a complete series of English prayer books, catechisms, sacred pictures, and other religious materials has been made available.

This book is in catechetical form, an explanation of the rich ceremonies used by the priests and bishops of this rite in the celebration of the Mass. And while many of the terms are novel and the forms are strange, the reader who studies it with a copy of the Byzantine-Slavonic Missal at hand, cannot fail to marvel at the beauty of the symbolism, the deep spirituality of the invocations, and the splendor of the sacrificial worship. Essentially the main acts of offering, of consecration, and of communion are the same as in the Roman rite, but in intellectual and emotional expression there are endless surprising differences which reflect the oriental mind and its approach to worship.

The 27 lessons are supplemented by: (1) lists of English and Slavonic words and their definitions; (2) problems and exercises for further study.

The Churches and the Schools

By Francis X. Curran, S.J. Cloth, 160 pp., \$3. Loyola University Press, 3441 N. Ashland Ave., Chicago 13, Ill. 1954.

This is a documented study of "American Protestantism and Popular Elementary Education."

Through a careful study of the history of denominational conferences and periodicals along with commonly known facts of history, the author traces the gradual abandonment by American Protestantism of the traditional claim of Christianity to the right to control elementary education. The representative denominations studied include Episcopalian,

Congregational, Reformed Churches, Quaker, Methodist, Baptist, and Lutheran.

Some of these denominations at times advocated parochial schools, but abandoned their efforts for lack of teachers and unwillingness to pay for such schools, especially when state elementary schools became well established, supported by public taxation. To the reasons just mentioned, among others, were the grave concern at the growth of Catholic parochial schools and especially at several attempts of Catholics to secure state aid for the education of their children enrolled in Catholic schools.

To some extent Protestant denominations

supported the claim of the state to control elementary education with the understanding, sometimes openly asserted, that the state schools were Protestant. The lack of firm conviction as to the doctrines of various sects to which they adhered, no doubt, caused many nominal members of these organizations to feel little obligation to transmit to their children what they considered doubtful.

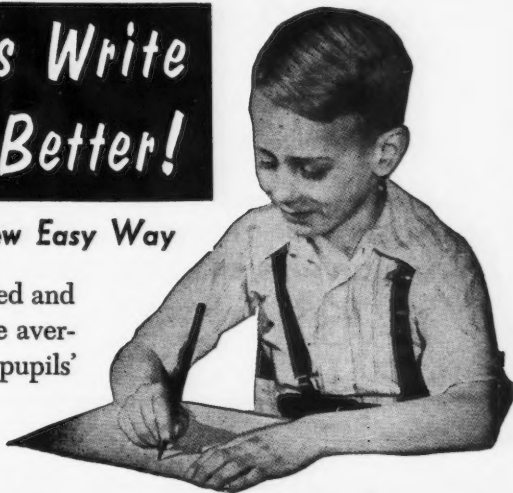
A brief review of a well-documented study such as Father Curran has made may not reflect the careful scholarship of the author and his concern for objective truth. For instance, we have not mentioned some of the Protestant attempts in behalf of parochial schools, notably those of Lutherans. The author gives them credit and points out that Lutherans in part of the United States still have many schools,

Continued on page 34A)

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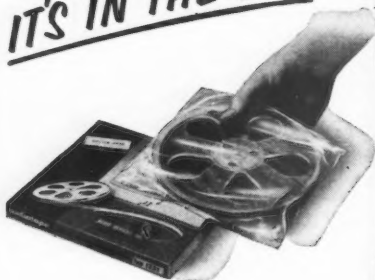
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The Parochial School and the Exceptional Child

Rev. Theodore A. Opdenaker, M.A., S.T.B., M.S.S.W.

Assistant Director
Catholic Welfare Bureau
Diocese of Trenton

All who have meditated on the art of governing mankind have been convinced that the fate of empires depends upon the education of youth. Yet, the more we study children, the more diverse their educational needs appear to be, and the variations among them in their capacity for scholastic achievement which scientific studies have disclosed have only emphasized the need for differential and remedial care for those known as *Exceptional Children*.¹

That there are many children in our parochial schools who are realizing but a small percentage of their educational possibilities every intelligent educator knows.² They tell us that if any nation is destined to perish, it is the one that fails to provide the best educational opportunities for those who show promise of leadership. Yet, all too frequently when confronted with that group of the exceptional—the gifted, those whose performance is consistently remarkable in any worth-while line of human endeavor—we find our best minds are frequently dissipated in the mere running of errands.³ The verbally, socially, mechanically, and aesthetically intelli-

gent are relegated to the ordinary. They are diluted to the average. We boast of equality for all which we quickly interpret to mean identical methods for everyone. So too, with the other segments of the exceptional, the backward, the afflicted, the abnormal, and the handicapped. They must conform to the standard or else they are placed outside the scope of parochial education. They are abandoned to the experts, the specialists, to the way of the world of men and means.

It is indeed difficult for our teachers to do much for or with these exceptional children, in part, because the training of both teachers and principals has not included work that would prepare them to recognize either defects or special capacities or to provide remedial treatment for exceptional children. In consequence, the cases, unless marked in characteristics, often have remained unrecognized.

The provision of adequate educational opportunity for many exceptional children calls for proper diagnosis, special attention to defects and needs and often for their reclassification, for a restatement of educational objectives, curric-

ulum adjustment or enrichment, differentiated instruction, a revision of teaching methods and new types of training—all to the end that there may be a removal, insofar as possible, of the handicaps under which children labor and the training for maximum usefulness in the sphere of life in which they are destined to move. While education is a preparation for later life, let us not forget that the best preparation for it is to have the child live now.

The present movement toward the de-institutionalization of exceptional children brings the teacher in contact with various types of pupils who require treatment different from that of average children.⁴ Special classes or rooms can be provided for various types of exceptional children, where special instruction can be given but usually these children should be sent to the regular classes for at least some work so that they may have a contact with other children. Thus a teacher may have a deaf, a blind, or a speech defective child in her classes for a part of each day. That she should understand each handicapped child and know how to adopt the classroom work to meet his needs, is obvious.⁵ Children less noticeably handicapped such as the neurotic and the backward, are usually not recognized as exceptional children requiring special attention and unfortunate developments are often permitted to take place because of this condition. A great number of teachers do not know that they are

¹Cf. *Education*, Jan., 1954, Vol. LXXIV, No. 5, Differentiated Instruction number, Palmer Co., Hingham, Mass. Chapters on Individual differences; use of tests in differentiated instruction; individualized instruction; finding the right materials for each child.

²*The Psychology of the Exceptional Children*, Norma V. Scheidemann, Ph.D., Houghton Mifflin Co., 1931.

³*Proceedings of the Conference of the Child research Clinic of the Woods Schools*, Langhorne, Pa. The Challenge of Progressive Education, May, 1938; Modern Science and the Exceptional Child, Oct., 1938; Contributions to Science to the Exceptional Child, Oct., 1937; Life of the Exceptional Child, Oct., 1940; Principles of Teaching the Exceptional Child, May, 1939; Some Contemporary Thinking about the Exceptional Child, Nov., 1949; Press Conference on the Exceptional Child, Mar., 1951; Helping Parents Understand the Exceptional Child, May, 1952.

⁴*The Education Digest*, "Providing for the Gifted," June, 1954, Mildred C. Fox, pp. 10-12.

⁵*N.E.A. Journal*, Jan., 1954, "Our Best Minds Are Running Errands," Malvina Liebman, pp. 35-36; "Education of the Able Student—Social Significance and Goals," Newton Edwards, *The School Review*, Sept., 1954, pp. 328-332.

⁴Cf. *The New York Times Magazine*, Sept. 19, 1954, Sec. 6 "Regular School for the Handicapped," Dorothy Barclays, p. 54.

⁵Cf. *Special Education: the handicapped and the gifted*, Committee on Special Classes, White House Conference on Child Health and Protection, Section III "Education and Training," Century Co., N. Y., 1931.

responsible for many unfortunate developments, nor do they know that with a little insight and timely attention on their part, these could have been prevented.⁶

We are not trying to suggest an ambitious program of specialization or an impossible additional financial burden for expansion of facilities but rather to inspire a quickening of common sense and feeling on the part of the teacher in her dealing with the exceptional child. Teachers should be more adequately trained. This can be done in part through selective reading of educational books and periodicals; by attending teachers' institutes; through discussions among Parent-Teacher groups stimulated by the educational campaigns of specialized groups; exploring community facilities; contacting public and private agencies devoted to community welfare to find out what aid is at the disposal of our schools to help the exceptional child. This can be done by contacting the State Department of Institutions and Agencies for the listings of accredited agencies.⁷

There are adequate helpmates at our door if we but remain on the alert. Teaching at present is more than imparting knowledge. It is not seeing how much a child can be made to hear, how many facts he can absorb, how many problems he can be made to work—it is rather, helping the individual child to grow, to develop to the best of his capacities. To accomplish this, the teacher must have, not only a professional attitude, but she must also be able to recognize and understand individual differences in children.⁸ She

must be capable of looking for causes underlying handicaps, to diagnose cases and to adopt or devise methods of procedure that will counteract tendencies toward unfortunate outcomes.

"Out of ourselves we never pass," says Oscar Wilde, "nor can there be in creation what in the Creator is not." The work of education is as near to that of Creation as anything can be. It may not be the making of something out of material which does not apparently amount to very much. The test of education is what it can make of precisely this material, rather than what it can make of what is promising. Given the right soil any fool can grow a mushroom; given a glass bowl anyone can stock it with goldfish. It requires a gardener to produce mushrooms from peat blocks; a magician to produce goldfish from an empty bowl. The readiness with which apparently poor material can respond is sometimes frightening and the responsibility upon those who are in a position to give it something to respond to is all the greater. The teachers should guard their stewardship most conscientiously and most diligently, especially in regard to the exceptional child. You can make saints of your children, but you can also make your presence an unlovely, hateful thing and thereby put children in the way of a career that may lead them to damnation. The teacher should not fall short of her high vocation by bad temper, roughness, lack of sympathy, carelessness, and selfishness.⁹ The souls of children who have been slighted will be required at her hand. There is a great deal more in training children than merely having them keep their place. The teacher should be fair, reasonable, and just. She should keep them in their place but never shut them out of her heart. One can command obedience but love is not a commodity made to order. The teacher must deserve it, even from her children. The teacher should give to all her children—the gifted, the difficult,

the dull, the uninteresting—a memory that will be noble and fine, a heritage of recollections that will follow them through all the devious ways of life, to guide, to restrain, to bless.¹⁰

It is in our nature to be afraid of giving everything either to God or to God's creatures. But for the perfection of educational methods, there has to be this giving to both God and man. The one who has the care of youth should have the courage to give herself away completely, which presupposes that she has something to give.

The small-minded person can be so dominated by the established order that she will not risk disturbing its surface even for the sake of the souls which education is meant to serve. She becomes wedded to secondary considerations. She sees the wood so clearly that in case she would lose sight of it for one moment, she dares not look at the trees. The result is that all along, she has to sacrifice personality to system. She dare not cut the cloth to any but the official pattern. She must not break the traditional mold. The coat won't fit? Then the boy must be altered to suit it. The mold is ruining what it has been given to mold? Then the material must be hopeless. "Let him get on with his education in another school. He is of no use to us." Use to us! Is this the aim of Catholic education, to be of use to a system? Catholic theory tells us to find a void and fill it, discover something warped and straighten it. The formation of character is not so much a matter of commanding and punishing. It is rather, a matter of providing for what is needed and substituting for what is not.¹¹ This is the basis of our service to the exceptional child. Nor is it a mere trying to prepare our children to fit in where we should be striving to place them in conformity with the plan of God. What is supremely and immediately necessary today is Catholic initiative in making a new world. We must attack the problems of education at their roots. This means not only must we provide for the exceptional child by the establishment of adequate opportunities for the maximum development of every child, through every extended material facility, but what we do, must have as its discernible end the restoration of all things in Christ. The Parochial school must become a studium—a place of zeal and not a mere broadcasting studio.

⁶Cf. *Gains for Handicapped Children*, Herbert Yahraes, Public Affairs, 22 E. Thirty Eight St., N.Y.C., 16, N. Y.

⁷Cf. Playlet, *New Foundations*, National Foundation of Infantile Paralysis, 120 Broadway, New York 5, N. Y.

⁸Program of Blythedale Orthopedic Hospital and Rehabilitation Center for Children, Valhalla, N. Y.

⁹Reading lists should include the following:
Selected References from the Literature on Exceptional Children, Christine P. Ingram, and William C. Kvaraceus, *The Elementary School Journal*, Apr., 1952. Contents contain sections on Classified materials: 1. General references, blind and partial blind children, crippled children, deaf and hard-of-hearing children, special health problems, speech defectives, subnormal, backward, and dull-normal children, behavior and problem children and dependent children, juvenile delinquency and superior and gifted children.

Army Training of Illiterates in World War II, Teachers' College Contributions to Education No. 966, Columbia University, 1951. Selected portions of this report have direct implications for elementary school personnel and suggestions on remedial reading for the poor reader.

Special Education in the Chicago Public Schools, compiled by Mary E. Courtney, assistant superintendent in charge of special education. Describes provisions made for the physically handicapped, the mentally handicapped, the socially maladjusted, and those in need of speech correction.

¹⁰Cf. *Character Education in Adolescence*, Rudolf Allers, M.D., Ph.D., pp. 30-39, Wagner Inc., New York, 1950.

International Society for the Welfare of Cripples, Stockholm, Sweden, Sept., 1951, in *School Life*, Dr. Romaine Mackie, U. S. Office of Education specialist physically handicapped.

Education of Visually Handicapped Children, Romaine Mackie, U. S. Office of Education Bulletin, 1951, No. 201, U. S. Printing Office, Washington 25, D. C. Invaluable for teachers unprepared to provide for the visually handicapped. Contains 14 specific suggestions for room arrangement, lighting, types of books and materials. Appendix enumerates eleven guides for teaching reading.

The Other Child, Richard S. Lewis, Alfred A. Strauss, and Laura E. Lehtinen, Grune and Stratton, N. Y., 1954. Contains essential information for identifying the brain injured child and for planning appropriate methods of management and education.

¹¹Cf. *Emotions and the Educative Process*, xviii, p. 323, Washington, D. C., American Council on Education, 1938.

¹⁰Cf. *Character Education in Adolescence*, p. 173, op. cit.

¹¹Cf. Allers, Rudolf, op. cit., p. 82.

Should the Customary Arrangement of the Catechism be Changed?

Under the influence of the recent Catechetical Movement, the method of catechizing during the religion period in the first years of the elementary grades has been the relating of stories from the Bible. This method has been pursued in all countries following progressively in the wake of the Catechetical Movement. It does not follow the "system" of a catechism, but the story of the history of salvation as portrayed in the Bible, and develops the basic teachings of Christianity from those very Bible stories.¹ Thereby these primary instructions will link up, as far as possible, with the course of the ecclesiastical year, and will make use of every opportunity to give a graphic presentation of the liturgy. In this way the proper sequence and arrangement of subject matter will follow for the religious instruction during the first years of school, through the progress of events in the life and sufferings of Christ and the rhythm of the ecclesiastical year.

Catechism for Upper Grades

Following this Bible-story method of instruction for the lower grades is the systematic instruction for the upper grades of the elementary school (*Volkschule*), which presents the catechetical contents according to the arrangement of the catechism. The official Baltimore Catechism used in the United States arranges this subject matter according to the well known division of Faith, Commandments, Means of Grace (Sacraments and Prayer). This arrangement goes back to P. Edmund Auger, S.J., the "Canisius of France." His famous catechism appeared for the first time at Lyon in 1563. However, P. Auger's division of the catechism penetrated into most of the Catholic countries at first by way of the catechism by P. Deharbe,

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Manila, P. I.

EDITOR'S NOTE. This is the first of four articles concerning the rearrangement of subject matter in the official catechism. Father Hofinger, a specialist in catechetics, lectured at the University of Notre Dame last summer and is scheduled for a series of lectures there at the 1955 summer session in which he will discuss more fully the problems treated in these articles.

Father Hofinger's articles were written in German. The translation has been made by Sister M. Juliana, S.S.N.D., of Mount Mary College, Milwaukee, Wis.

S.J.² The Baltimore Catechism, too, is essentially an American revision of the Deharbe book.

Until the third decade of our century, the *division of the catechism by Deharbe* was rather generally considered the classical arrangement, which could not be tampered with or changed. At first the leaders of the powerfully advancing catechetical movement also agreed perfectly with it. Even Monsignor William Pichler, the recognized master of the Viennese catechists, sought specifically to prove that this division of the catechism was the ideal one, was the arrangement most suited to the nature of the matter in hand.³ Isolated critical voices which were heard here and there did not succeed in making an impression. So, for instance, we might cite the two well known Innsbruck Jesuits, the older P. Josef Jungmann

(d. 1885), in his work, "Theorie der geistlichen Beredsamkeit" (Theory of Spiritual Eloquence),⁴ and P. Michael Gatterer in his "Katechetik."⁵

Traditional Arrangement Questioned

Only within the past twenty years more voices became audibly opposed to the hitherto traditional arrangement of the catechism. This is intimately connected with the development of the catechetical movement. In the first decades of the movement, from about 1900 to 1930, consideration was given almost exclusively to improving the methods of religious instruction. At that time this was urgently necessary. After about thirty years the most significant defects regarding methodology were essentially improved in those countries where the catechetical movement made progress. The Second Catechetical Congress which was held in Munich in 1928 may be considered the concluding event of this first phase of the catechetical movement. It now became clearer day by day, that in this catechetical revival, it was by no means sufficient to improve the methods only; one became cognizant of the fact, that with better methods of reconsideration of the contents of religious guidance and instruction would have to go hand in hand. In this sense P. Jungmann's book, "Die Frohbotschaft und unsere Glaubensverkündigung" (The Good Tidings and our Announcement of Faith)⁶ was stimulating and enlightening.

Among the questions concerning the content of religious instruction, the one about the correct division of catechetical subject matter took precedence from the very start. Probably the most feasible investigation of this important question was published by the author of this article, who was himself a disciple of

¹See the excellent little book by Father Aloysius Heeg, S.J., *Jesus and I* (Chicago: Loyola University Press), and the fine sketches by Sister M. Rosalia, M.H.S.H., *A confraternity school year Religion Course*, 3 vols., Washington, Confraternity of Christian Doctrine.

²*Katholischer Katechismus oder Lehrbegriff nebst einem kurzen Abriss der Religionsgeschichte von Anbeginn der Welt bis auf unsere Zeit*, Erstausgabe Luzern, 1947. For details about this catechism see W. Busch, *Der Weg des deutschen Katechismus von Deharbe bis zum Einheitskatechismus*, Freiburg, 1936. ³*Katechismus der katholischen Religion, Ausgabe für Katecheten*, Wien, 1928, S. XXI f.

⁴First edition, Freiburg, 1877/78. See pp. 792-796.

⁵Fourth edition, Innsbruck, 1931, pp. 283 f. Monsignor A. Fuerst provided for an English version of this work: *The Systematic Teaching of Religion*, 2 vols., New York, 1939.

⁶Regensburg, 1936.

Jungmann.⁷ When a few years after the appearance of Jungmann's "Frohbotenschaft," work was begun on a new catechism for Germany, it was recognized from the start, that the new book would have to break away from the old division of the Deharbe catechism, of which many had grown fond.

A New Arrangement

Outside of Germany too, in leading catechetical circles, absolutely the same opinion was prevalent. In fact, *the best catechisms* which appeared after the last war, all show a rearrangement in the sequence of subject matter, which perhaps may be less conspicuous to the uninitiated, but really signify a very important change. Instead of the former classification of Faith, Commandments, Means of Grace, the sequence, Faith, Sacraments, Christian Living (Commandments) is preferred. We find this arrangement in the new catechism for the diocese of Basel (Switzerland), the diocese of Strassburg (France), the new uniform catechism for the dioceses of France (1946), and the new catechism for the dioceses of Holland (1948).

The above-mentioned rearrangement of the main parts of the catechism shows clearly that the planning of the new division of the catechism *by no means signified a dangerous revolutionizing* of the religion course, which would "turn upside down" all hitherto existing classifications and thus jeopardize the results of instruction. Rather, the danger consists in this, that persons who concerned themselves very little with the question, might look upon this rearrangement more as an expression of a pedantic indulging in trifles than as real catechetical concern. It could be a matter of indifference whether in the course of religious instruction a teacher would present the Sacraments after the doctrine on Faith, or teach the Commandments of God. Most probably this rearrangement would not even impress more than a small number of pupils and many catechists would not notice it.

Importance of Rearrangement

Undoubtedly we are concerned with a reclassification here which would cause no great difficulties of any kind for the

technique of instruction. But does it follow from this that it is unimportant when *considered from the viewpoint of the instructional aim or goal*? Certainly not. To what degree children and catechists would react to this sort of rearrangement of the main divisions, would naturally depend entirely on the fact, whether the traditional division of the catechism really "said" something to them, that is, if they really grasped the fundamental idea underlying the previously used classification and in offering these individual main points, whether they correspondingly collaborated with them, or just "dutifully" presented and learned them section by section. Just as we may build houses architecturally very different from one and the same pile of stones, or produce melodies of varied tone colors from three different primary tones simply by changing the tone sequences, thus in exactly the same manner we may achieve an entirely different "catechetical tone color" in our religious instruction through a conscious regrouping of the main sections and being cognizant of it while giving instructions. If, for example, the catechetical content is presented in the traditional sequence of Faith, Commandments, Means of Grace, then, undoubtedly, the underlying basic thought will be about the chief duties of a Christian, through whose faithful fulfillment we are to attain our last end and goal.⁸ The Christian religion appears here primarily as a well ordered series of duties or obligations. If, on the other hand, the sequence of the matter in hand, Faith, Sacraments, Commandments (Christian Living), is preferred, then suddenly the incomparable values of the Christian religion step into the center of the catechetical field of vision, the contents of catechetical instruction appear as the joyful tidings of the eternal values (Faith-content, Sacraments), which we acquire for ourselves through a Christian life, or better still as the tidings of the thrilling love of God for us (Faith-content, Sacraments), which we try to respond to by a life of grateful, reciprocal love.⁹ Certainly no trained catechist would wish to maintain seriously that it were unimportant for the "catechetical tone color" of our

religious instruction, whether its contents are presented to the pupil first as a system of challenging obligations or as a system of enticing values.

Influence on Children

But at this point some catechists might raise the objection whether it were necessary after all that Christian doctrine must be presented to the children as a "system." For the sake of orderly procedure and that nothing essential may be omitted, the truths of faith in the catechism might eventually be formulated into a certain system. But this should be done principally out of consideration for the teacher. In the instruction itself, *the "system" should as far as possible remain in the background*, corresponding accordingly to the soul and mind of the child. Children, as a rule, are averse to rigid systematizing. The "system" means nothing at all to them. The child may be compared to the busy bee, which hurries from blossom to blossom and extracts sweet nectar from every flower. "Survey" and "General View" are not suited to him. The question as to the correct arrangement of subject matter may therefore be of significance for the theologian and for the maturer Christian student; it belongs to them to probe more deeply and comprehend more fully Christian religious thought. For them, to be sure, the correct classification of material fulfills an important role. It should not only give them a clear-cut survey of the heritage of faith, but should make them conscious of the essence of the matter and clarify it as far as possible. But the pupils in the elementary schools are not capable of this "essential look." For their instruction, therefore, this question of classification of material would play a very secondary role.

Without further ado, we give in to the rather frequent objection, that a premature use of the systematic religious instruction by means of the catechism really contradicts child psychology. Just for this reason the Catechetical Movement does not approve the use of a catechism text for the first years of school, not even the so-called "small" one, wherein the questions are to be asked in rotation—per the arrangement for the catechism system. Unfortunately, this basic demand of the newer catechetics is still neglected in diverse places. In the first years of religious instruction, practically in the lower forms of the elementary school (Volksschule),

⁷*De apta divisione materiae catecheticae*, in "Colleganea Commissionis Synodalis," Peking, 1940, S. 583-599; S. 729-749; 845-965. On account of the importance of this theme, also for the catechetical situation in Europe, P. Jungmann, S.J., furnished a German summary of the Latin work: *Die Gliederung des Katechismus in geschichtlicher Beleuchtung*, in "Katechetische Blätter," 1941, 89-97. See also J. Hofinger, S.J., *Die rechte Gliederung des katechetischen Lehrstoffes*, in "Lumen Vitae," 1947, 719-741.

⁸See the first question in the catechism which the traditional catechetical classification introduces and establishes.

⁹On account of the importance of the question which we touch upon here, we shall, in forthcoming articles, enlarge upon the fundamental ideas in greater detail—this idea which was the basis of the traditional classification, and also discuss the leading principles which could lead to a better arrangement of the catechetical content.

the ideal arrangement for teaching religion is undoubtedly the Bible-story method or constructive catechizing based on liturgical object lessons. Even in the subsequent school years, in which systematic instruction according to the divisions of the catechism is certainly justified, sacred doctrine should always be imparted according to a very simple, lucid system and in a manner easily comprehensible for school children. The individual pupil, especially at the outset, need not have so clear an idea of the system that he could render an account of it. Take a similar case of a lay person admiring a magnificent building. Often he cannot tell you how the individual parts were architecturally assembled and fitted together, but the harmony and beauty of the building as a whole has left a deep, lasting impression on his mind.

The right classification of subject matter effects this, that we really see our heritage of faith in its true aspects, that our promulgation of faith receives that catechetical "tone color" which our Lord Himself gave to it. If, for example, as we have previously recommended, the catechetical content is presented as the doctrine of the eternal love of God for us and our loving response to God's love, and the individual teachings of Christianity are very clearly developed from this point of view, then it certainly can happen that many a pupil seems not to notice the main divisions of the catechism and later forgets them; but it could not be the case that the Christian religion would not appear to him as the religion of love and that the religion class would not become for him an actual school of Christian love. And this is what counts most in the last analysis.

The most important point in this matter is that at least the catechist should grasp the deeper meaning of the main divisions in their entirety, and that in the course of instruction he should consistently, but in a natural way, organize the individual sections according to the central thought or idea underlying the chief classification. This central thought must unquestioningly form the ever-recurring *leitmotiv* of the entire religious instruction. Presupposing this, it will not be difficult in due time to make the pupils fully conscious of the deep meaning behind this main division, to let them experience the Christian religion as a marvelous holy unity, as the religion of generous love.

If understood in this way, we are justified in saying that the correct *arrangement of subject matter is in the first instance for the catechist himself*, only on second count is it for the pupil; and for both catechist and pupil its significance is decisive and directive. For the catechist, it points out the basic course he should follow in his teaching of catechism, the predominant consideration for presenting each doctrine of faith. If the catechist himself is familiar with the intrinsic correlation of the individual doctrines as the correct classification clearly demonstrates, and then presents the separate sections in their proper relationship to the whole, it will follow naturally that the pupils will see and experience, the Divine Doctrine as an organic whole and will continue to grow in this knowledge, even if they cannot always recite the divisions of the catechism in the given order.

Permissible Variation

One may even go a step further and dare to maintain, that *per se* it is not so important that the individual lessons be taken through in perfect order so as to correspond to the arrangement of the "system." If every individual lesson is shown in its true perspective, in its proper relation to the whole, then each part will merge into an organic unit, together with the cultural heritage previously acquired. As to material for sermons for adults, greater freedom in the sequence of subject matter is, generally speaking, allowed, even recommended. Some leeway in the selection of themes is suggested for the liturgy division; in any case, rigid systematizing is entirely foreign to liturgy. The ecclesiastical year, we agree, forms a magnificent organic unity, which expresses the fundamental ideas of the Christian religion in a sublime manner. And yet, strict systematizing is out of the question in carrying out the main theme of the ecclesiastical year; rather, on the contrary, an obvious relaxing of the system prevails in the sequence of the various themes for the feasts. What really matters to Mother Church is apparently not the smooth fitting in of all feasts of the Church into a single system, but the treatment of individual feast themes in this manner, that the fundamental ideas of the Christian religion and of all Christian celebrations of feasts will be recognized through these themes.

Uniformity Necessary to Teachers

In giving catechism instructions in school, it is certainly commendable to teach lesson by lesson according to the arrangement in the text, unless here and there special reasons seem to make an exception more advisable. Only in this way the necessary surety is given that the entire stockpile of faith in its integral parts is being treated uniformly to some extent. In this manner, too, the correlation of the various lessons is more easily demonstrated. But the main thing is this, that the individual lessons are not just to be taught by adhering perfectly to sequence, but that the teacher should be thoroughly animated by the spirit underlying the whole system and then bring home this lesson.

A good classification of the catechetical subject matter will enable both teacher and pupil to perceive very clearly at first glance *the spirit of the whole*, the predominant basic idea of the Christian message, and from the outset to view the individual parts in the light of this leading idea. The more we are concerned with the problem, to lay before the young people not merely more or less disconnected facts from Christian Revelation, and thus to help along material knowledge rather than inculcate a truly religious education and deeper spirituality, but above all to introduce them to the spirit of Christianity, the more we shall appreciate the catechetical significance of a good arrangement of the catechism text. P. Jungmann is perfectly correct when he writes in his latest published "Catechetics": "Still more important than the questions regarding the external form of the catechism are those pertaining to its internal character, that selection and arrangement of the Christian educational content which conforms best to the task of making the faith known through the catechism."¹⁰

Is it possible that up to now such rudimentary questions regarding the content have had to give way too much before the problems of perfecting the method of the catechism?

¹⁰Jos. Jungmann, S.J., *Katechetik, Aufgabe und Methode der religiösen Unterweisung*, Freiburg, 1953, Herder. Very recently a French translation of this catechetically significant book appeared, Brussels Edition "Lumen Vitae." Monsignor Anthony Fuerst of Cleveland furnished an English version of the book. We note that his book has already been recommended to all readers interested in catechetics.

(To Be Continued)

Letters to a Young Teacher

I. HEREDITY AND ENVIRONMENT

Dear Mary Ann,

So you are going to teach? Wonderful! You are going to help build another Christ and another Mary. More wonderful! But lest you should gaze too high and bump into the wall of defeat instead of going around it let me remind you of a few facts you learned in your teacher training courses.

Your material for making another Christ and another Mary is not inanimate. It is alive and will grow and develop. It is a human being, a child, that has a few years start in life by the time it is placed in your hands. You will find that each child has great possibilities placed within it by heredity. Heredity is an organic resemblance based on descent. It places in the child certain physical, mental, and emotional traits and characteristics of the parents. Don't judge a child, though, by what its parents can or can't do. Remember that heredity is a resemblance not an identity. Let heredity serve as a guide for understanding the child, not for condemning it. Heredity is a general capacity, not a specific ability. In other words, the child can overcome undesirable traits or characteristics of ancestors if it is helped and trained to do so. Saints are made, not born, and so it is with criminals.

Which remark brings to the front another point to remember. When the little children come to you they will have some correct lines and some bad lines made by the chisel of environment. This is another factor that influences growth and development. It helps to make a child into a saint or a sinner. Technically speaking, environment is the term we use when speaking of the factors, surrounding conditions, influences, and forces which modify and exert an influence on growth and development. This includes physical, mental, and moral surroundings. It is found in his home, school (that is where you come in), and social life. It is the factor which helps him to realize his hereditary possibilities. Doesn't that last statement make you see the profound importance of a good wholesome environment? One that will develop both soul and body? Do you see what a tremendous task you have as an educator?

**Sister Margaret Mary,
O.P.**

Immaculate Conception Convent
Great Bend, Kans.

You directly make the environment for the child at school and indirectly influence his home and social life. Change his environment and you can change the whole child.

Finally, there is a factor which ties these first two together and can either "make them or break them." That is the *will*—the God-given faculty that can enable the child to build on good hereditary traits and overcome the bad. It can make a person a slave to poor environment or it can give him the strength to overcome bad influences and utilize the good things of life. Strive to train the child's will. It is the hand that will help you build from environment and heredity. With a well trained will the child can face the future without becoming a product of heredity and environment alone. He can become a child of God destined for eternal happiness.

May God bless you and Mary keep you and your "future saints."

II. EMOTIONS AND INSTINCTS

Dear Mary Ann,

So you have decided by now that your pupils are made of something besides heredity and environment. You are quite correct! There are many very vibrant somethings working within them. These lively things are called emotions.

Emotions are difficult to define because they are states of mind combined with physiological reactions. They are divided into primary and secondary groups. In the first group we would put love, anger, and fear. The secondary emotions would include all those flowing from the primary; such as, embarrassment, sympathy, jealousy, admiration, etc.

Emotions appear early in life—at birth. So your pupils will come to you well equipped with emotional electricity. You will see plenty of sparks fly from them because as yet their emotions are not well controlled. That is part of your duty as

a teacher. If your pupils are to become well educated, intelligent citizens of our great America they must, first of all, develop into emotionally mature individuals capable of coping with life's great problem. What is it? It is man's inhumanity to man! Living co-operatively with ourself and others is a result of good mental health. This, in turn, is based on emotional maturity—the well-balanced control of those intangible emotions. Thus, we say, that maturity of the emotions is one of the most important phases of growth and development. Contact with God and with our fellow men is thereby directed into the right channel.

By now I hope you have gathered the following facts. Don't kill the emotions! Train them—guide them! From them we get our greatest achievements, and also our most unworthy ones. If they are a man's servants, they are his best possessions. If he is their slave, he is ruled by tyranny. Control of the emotions must be learned and practiced. It is not a free gift.

We can say all of the above about another part of the child called instincts. These are urges to action that need not be learned but are native endowments. They are why the child loves to play, express himself, imitate others, and is so curious as to always ask "why," "what," and "how." In man they can be altered by knowledge, reason, and the will. Your duty as a teacher is certainly all inclusive, isn't it?

As a grand finale I will leave with you the words of our Holy Father: "The true Christian does not stunt his natural faculties." So pick up the instincts and emotions, use them and train your pupils to do so. They are God given and remember—*God made all things good!*

May God bless you and Mary keep you and your future citizens of heaven in her Immaculate Heart.

REWARD

Upturned faces, shining eyes;
Sudden starts of glad surprise;
Magic moods of childhood glory . . .
These are hers . . . who tells a story.

—Sister M. Claudia, I.H.M.

Some 1955 Centennials of Saints and Beati

"Paul the Apostle clearly shows forth wherein the eminence and grace of the saints lies: 'The saints by faith conquered kingdoms, wrought justice, and obtained promises'" (Hebr. 11:33). — *Pope Pius XII.*

"God's true saints and servants have the special title of 'Faithful,' as being true to Him as He is to them; as being simply obedient to His will, zealous for His honor, observant of the sacred interests which He has committed to their keeping. St. Paul returns thanks that 'God accounted him faithful'; and, at the last day, God will say to all those who have well employed their talents, 'Well done, good and faithful servant.'" — *Cardinal Newman.*

255

Death of St. Restituta, martyr.
Feast: May 17.

c. 255

Death of St. Marcan, bishop, martyr.
Feast: June 14.
Death of St. Paternus, martyr.
Feast: August 21.

c. 455

Death of St. Ceratius, bishop.
Feast: June 6.
Death of St. Muredach, bishop.
Feast: August 13.
Death of St. Ambrose, Bishop of Sens.
Feast: September 3.
Death of St. Severus, bishop.
Feast: October 15.
Death of St. Gaudiosus of Naples, abbot, bishop.
Feast: October 27.

c. 555

Death of St. Speciosus, Benedictine monk.
Feast: March 15.
Death of St. Genebald of Laon, bishop.
Feast: September 5.
Death of St. Elesbaan, king.
Feast: October 27.
Birth of St. Basle, hermit.
Feast: November 26.

Michael J. Laffan, Ed.D.

184 Beacon St.
Boston 16, Mass.

655

Death of St. Martin I, pope, martyr.
Feast: November 12.
Death of St. Desiderius, bishop.
Feast: November 15.

c. 655

Death of St. Gibitrudis, Benedictine nun.
Feast: October 26.
Death of St. Foillan, Benedictine abbot, martyr.
Feast: October 31.

755

Birth of St. William of Gellone, Benedictine Lay Brother.
Feast: May 28.
Death of St. Boniface, Benedictine monk, bishop, martyr. Apostle of Germany.
Feast: June 5.

855

Death of SS. Amator, Peter, and Louis, martyrs.
Feast: April 30.

c. 855

Death of St. Odulphus, Augustinian canon.
Feast: June 12.
Death of St. Leo IV, Benedictine monk, pope.
Feast: July 17.

955

Death of SS. Thiente and companions, Benedictine monks, martyrs.
Feast: August 10.

1155

Death of Blessed Arnold, Benedictine abbot.
Feast: November 30.

c. 1155

Birth of Blessed Folquot, Cistercian abbot, bishop.
Feast: December 25.

1255

Death of Blessed Nicholas Palea, Dominican friar.
Feast: February 14.
Death of St. Hugh, martyr.
Feast: August 18.
Death of Blessed Leonard of Cava, Benedictine abbot.
Feast: August 18.

1355

Death of Blessed Petronilla of Moncel, Poor Clare abbess.
Feast: May 14.
Birth of Blessed Peter Gambacorta, founder of the Poor Brothers of St. Jerome.
Feast: June 17.

c. 1355

Birth of Blessed Antony of Amandola, Augustinian friar.
Feast: January 28.

1455

Death of St. Lawrence Justinian, bishop, first Patriarch of Venice.
Feast: September 5.
Death of Blessed Angelico, Dominican friar.
Feast: March 18.
Death of Blessed Jerome Ranuzzi, Servite friar.
Feast: December 12.

1555

Death of St. Thomas of Villanova, Augustinian friar, bishop.
Feast: September 22.

c. 1755

Birth of Blessed Bernard Due, martyr.
Feast: August 1.
Birth of Blessed Emmanuel Trien, priest, martyr.
Feast: September 17.

1755

Death of St. Gerard Majella, Redemptorist Lay Brother.
Feast: October 16.

1855

Death of Blessed Andrew Nam-Thung, catechist, martyr.
Feast: February 18.
Death of St. Madeleine Sophie Barat, Foundress of the Society of the Sacred Heart of Jesus.
Feast: May 25.
Death of Blessed Michael Ghebre, Vincentian priest, martyr.
Feast: September 1.

Teaching Mental Health

I. NEUROSIS AND THE CHILD

Neurosis and the Child. What contradictory terms. Isn't this one period of life that should be free from allergies, neurosis, etc.? Strangely enough we hear a great deal today about neurotic children. Most schools of psychologists claim that this state of neurosis stems from the repression of instincts that seem to conflict with the ethical standards of the child and his environment. Certainly some of this may be true, but is the child to be allowed full freedom of his feelings and passions? Or isn't this the period of life when he is to be taught to control himself? Anything overdone is bad but self-control within reason toward himself and others certainly should prevent the state of affairs known as neurosis in childhood.

Prevention Better Than Cure

Some psychologists object to the teaching of mental health in the schools. They feel this is an infringement on their field of endeavor. On the contrary, should one wait until the child is in need of a psychologist to give him the necessary advice on self-control or would it be more advisable to point out the way to avoid some of the pitfalls while he is at the stage where he may be able to lead a healthy life rather than the stage of neurosis? Mental health on the junior high school level certainly should be able to fit into the curriculum without stepping into the field of those qualified to guide the disturbed mind. If the child is taught to understand that all have problems in life, big or small, depending on one's position, age, etc., and that all must solve these problems, sometimes alone, sometimes with the help of others, won't he be better prepared when they arise? Can he not be taught to accept responsibilities, to take advice good-naturedly and understand that within all of us certain feelings of anger, revenge, jealousy, etc., arise and that he must learn how to control and direct these feelings in the proper way? Happy feelings, which are so essential to good health must be kept in the foreground and then trials and disappointments will be faced squarely as part of life's pattern, for come they will whether we face them or not.

Franciscan Sisters

Mt. St. Francis
Peekskill, N. Y.

The Sacraments

If the child's religious background has been properly established will he not know where to seek the help needed in times of trials? The Catholic has the means at his disposal to secure proper guidance in doubts, or help in controlling emotions. These he knows can be obtained in the sacraments, the wonderful sources of strength. Here he can find the help needed to take him over the hurdles of life. Personal closeness to God is very necessary if we are to live successfully with ourselves and others. The child can be taught this early in life. He must be taught to take his proper place in the work of creation, to learn his duties to his God, himself, and his fellow men before he can attain the balance needed to solve life's problems. If he is taught that the human body is a wonderful masterpiece designed by the hands of the Master he will of necessity treat himself and others with the respect shown to the temple of the Holy Spirit as religion directs him to do. Only when religion becomes part of his everyday living will he be able to overcome neurosis at any stage of life. It is the one cure many are ignoring, yet it is the only answer to the riddles of life.

Start Young

Mental health must be started at the cradle with God as its subject, object, and final goal. It may be safely continued by the wise and prudent teacher who wishes to train her students in self-restraint and proper living, so frowned upon today as harsh terms. When parents and educators look upon children as gifts of God to be returned to God, then mental upsets will be met properly and solved spiritually. A sound mind in a sound body is still practical teaching, but we must train the whole child, soul and body, to get proper results.

II. EMOTIONAL DISTURBANCES IN CHILDREN

Mental retardation and stuttering are two outstanding prevalent factors portrayed in the character and attitude of the emotionally disturbed child.

Mentally retarded children cannot concentrate on any material things for a long span of time. In order to bring them to their grade level, their basic educational needs must be checked. Not only their educational needs, but also the physical well-being. Educational and physical needs can be controlled, but more difficult to supply are what we loosely term the social needs of a child. A frequent cause of confusion and distress in a child is the feeling of "not being wanted." The child hungers for parental love, and although teachers try to supply this love and affection, it is difficult for the teacher to attract and keep the child's attention from wandering and dreaming about home. It is a gradual process requiring much patience to build up confidence and a feeling of belonging in a child who has failed because he has, for example, being guilty of truancy—truancy through carelessness on the part of loved ones, loved ones who have been "hero-worshiped" by the child.

Develop Security

The most important element which must be developed in the child is a sense of security; a sense of his own personal worth, a belief in his ability to perform, and a feeling of success. With children of this type, it takes time, patience in planning, and a strong will, defying discouragement, to give the child this sense of security. Look at the beaming countenance, the happy eyes, and the breathlessness of a child who has succeeded in some endeavor when he felt failure was to be his lot. His feeling and exultation even permeates into those who awaited the word from his lips "success" or "defeat."

This is by no means the story of final success nor can any teacher expect wonders from this particular child; but, at least, it is a satisfactory start in the right direction. To bring this child to a scholastic level which will enable him to take his

place in this great, big busy world of ours and not get lost or hurt in the constant fray; that is the aim of the teacher who recognizes the child as an individual.

Stuttering

Stuttering is commonly defined as a disorder in the rhythm or fluency of speech, manifested in repeated sounds, words, or phrases or in prolonged sounds, pauses, blockages, or other hesitations. Professors of speech, through research, have shown that no speaker is as fluent as an old mill stream and, therefore, according to the dictionary definition, everyone at one time or other, has been a stutterer. What is most in the mind of the stutterer is not the surface noises but rather the fear and tension he experiences, and his complex attitudes and reactions to them.

What the stuttering really is, then, is what the speaker does when: (1) he expects stuttering to occur; (2) dreads it; and (3) becomes tense in anticipation of it and in trying to avoid it. What he does in trying to avoid it amounts chiefly to a complete or partial stopping of speech. All that stuttering is, as a matter of fact,

is the stutterer's attempt to keep from stuttering—to prevent the occasion or occurrence of something he expects, dreads, and would rather avoid. Most of us have experienced something like this, now and then, perhaps on the dance floor or skating, and in like situations. We tend to freeze before an audience. According to research, stuttering is not due to any organic defect, it runs in families and more boys than girls stutter.

Treatment

The first thing to be considered in the case of a stuttering child is the teacher-child relationship. The teacher should not make an issue of the fact that a child stutters. In the very beginning, we should make certain that the child definitely stutters, and that it is not just an occasional snarling up in speech. Sometimes teachers make the mistake of obvious suppression of anxiety over this speech defect, such as ways of looking or not looking at the child when he speaks and restrained or casual attempts to help the child. This only aggravates the situation making the child fearful, and his speech hesitant,

frantic, and laborious.

The relationship between teacher and child should be such that the child, feeling happy and thoroughly accepted, warm and affectionate toward the person to whom he is speaking, will be capable of speaking with an even flow and spontaneity.

What can we do about stuttering? *Reduce anxiety.* If a child of a certain age is speaking with definitely more nonfluency than the average child of his age; investigate any possible reason for this in the child's own general state of personal and social adjustment. Attempt to remove or modify any condition making for aggravated insecurity. The child should be helped to face the problem frankly; build his confidence; promote understanding; and encourage frequent talking.

Classroom teachers can accomplish a great deal to relieve stuttering and to prevent it. The best the teacher can do, is beyond any question, tremendously worth doing. The more the child adjusts himself to living with others, the less frequent will become the lapses into stuttering, and he will reach the point where he will discuss his defect with his teacher, and how he is working on his "pet problem."

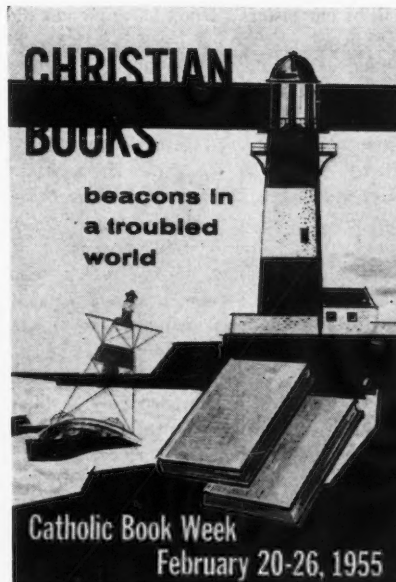
Beacons in a Troubled World

Catholic Book Week February 20-26, 1955

"Christian Books: Beacons in a Troubled World," is the theme of Catholic Book Week, to be observed February 20-26, 1955. The idea has been illustrated by Anthony Trezza of Philadelphia in a three color poster depicting a lighthouse throwing its beam over an angry sea.

The Catholic Library Association, sponsor of the event, released three lists in December of the finest Catholic literature of the past year. The lists were selected by committees representing experts on the three reading levels. Rev. Harold C. Gardiner, S.J., literary editor of *America*, is chairman of the adult list committee; Mary Louise Hector, young people's editor of *Books on Trial*, of the young people's list; and Ethna Sheehan, supervisor of work with children, Queens Borough Public Library, New York, of the children's list.

Material for Catholic Book Week, including posters and book lists will be distributed by the Catholic Library Association,



whose present headquarters is Maryknoll Seminary, Glen Ellyn, Ill. A "kit" containing a selection of posters, lists, and

other aids will be available for \$1; quantity prices may be had on request.

For Press Month

February is Catholic Press Month. Plan your observance now. The Catholic Press Association has prepared a Press Month Kit which you may have for one dollar. The Kit contains:

How-to-Do-It folders. (1) How to Plan for Press Month; (2) How to Run a Press Exhibit; (3) How to Set up a Parish Sales Rack.

Topics and Facts folders. Topics and facts for sermons, articles, and talks.

School Playlet. For junior and senior high schools. Written by Thomas A. Lennon of *Young Catholic Messenger*.

Official Poster. Two colors, 17 by 22 inches.

To get this material send a check or a dollar bill to E. C. Walsh, Catholic Press Association, 150 East 39th St., New York 16, N. Y.

Tact and Affection in the Classroom

(Continued from December)

II. ABOUT SCOLDING

Some time ago a retreat master was engaged to conduct a retreat for high school boys. He wasted no time in driving a wedge between himself and the boys. He made no effort to win their good will; he was vain and sarcastic. He began to scold. The boys listened with resentment. He evidently made little or no effort to put the boys in a proper frame of mind for a good, complete retreat confession. His attitude just alienated them. The net result was that the boys simply would not go to confession to him. They attended his conferences, such as they were, merely through obedience. Groups of boys went to confession to auxiliary confessors, called in on the last day of the retreat, to help salvage something from the unhappy fiasco born of scolding. The principal said, "He'll never give another retreat at this school. He and his scolding." And this particular priest looks upon himself as a good retreat master, a forceful speaker, a stickler for the law, a man who has "broadened his vision by travel at home and abroad." What did all his scolding and sarcasm (the language of the devil), his very brutality toward a normal crowd of high school boys effect? Nothing good; that's certain, and a line through his name as a retreat master at that school. Scolding and harshness is a thin veneer often used to cover plain, simple, inefficiency as a prepared teacher.

How many of us, when we were students, enjoyed, yes, enjoyed a public scolding of everybody in the class by one of our teachers? It was just a "show." Everybody felt safe; nobody was singled out. Nobody was told to report to the superior's office. It was just a complete waste of time on the part of our teacher. It accomplished nothing but to make the teacher somewhat ridiculous in the eyes of the pupils.

One day a visitor was in a room next to a shrieking Sister, and all the youngsters, who couldn't help hearing the Sister, were grinning broadly. Their Sister,

Rt. Rev. Msgr. Raymond J. O'Brien

Blessed Sacrament Rectory
Chicago 23, Ill.

like a good sport, was trying to pretend that she didn't hear what was going on in the next room until one of her pupils exclaimed aloud, "Boy, am I glad that I'm not in that room."

Sometimes a religious would do well to seriously ask herself if it is not wounded pride that causes her to be cranky and to scold. She considers misbehavior a personal affront, an insult to her dignity. By her silly pride, she makes herself unhappy and inefficient.

Use Common Sense

No Sister would let the misbehavior of one pupil color her attitude toward the rest of her pupils. After many years of dealing with delinquents, I would say to all of our Sisters, "Don't let any one child break your heart." A good, zealous, efficient, and kindly Sister may find that, no matter what she does to keep a spirit of religion and cheerfulness in her classroom (for they go together), she's got a "black sheep" on her hands. He seems to lack gratitude and all sense of appreciation for Sister's efforts. He is generally the product of a careless, irreligious home.

Here's a problem for discussion with the principal in a calm, businesslike manner. When the principal gets a complete picture of the attitude and conduct of the wayward pupil, it is time for her to have an interview with him, and remove him, for the time being, from the classroom, giving him a chair in the corridor or somewhere where he will be under her eye and apart from the ordinary life of the school. He's no longer a "hero." He is, in the eyes of the other pupils, "on the spot." Then his Sister resumes class cheerily and lets the other pupils find out for themselves what happened to the "black sheep." I repeat, "Sisters, don't let any

one child break your heart. Don't let a mischief maker make you cranky with the rest of your pupils." How many times has a sympathetic, understanding Sister won the loyalty and obedience of such a boy through calm, patient good will and affection. Can you imagine our Blessed Mother winning a boy's cheerful obedience by sheer exercise of authority?

The day you traded names with Christ, you were not given a belt and a club and a star, with the injunction, "Go into your classroom and perserve law and order." Neither is a priest at his ordination. The bishop puts a stole around his neck and says, "Whose sins you shall forgive, they are forgiven them." Can you imagine a Sister slapping the face of the Boy Christ? or Mary slapping the face of a pupil? To you, Sisters, Christ said, "Be ye perfect as my Heavenly Father is perfect" . . . and . . . "Whatsoever you do to one of these, the least of my brethren, you do unto me." Down in their hearts, the youngsters in your class want to be like the Boy Christ (not the "Christ Child") and like Mary. But they're clumsy, impetuous, sullen under what they think is not a square deal, alert for any sign that tells them "how they stand with Sister." They need a concrete ideal. In a general way, that ideal is you, because for them you are the Church, you are Christ and Mary. If you fail your pupils in that, you fail Christ and our Blessed Mother.

Teach them a homemade prayer to the Christ and Mary of their own age. For the boys, "Jesus, help me to keep my lips, my heart, and my hands the way You kept yours when You were a boy like me." For the girls, "Jesus, help me keep my lips, my heart, my hands the way Mary, our Mother, kept hers when she was a girl like me." Or a similar prayer directed to our Lady herself. Youngsters won't forget such a prayer; they'll love it. There's far more good than evil latent in the hearts of Catholic trained boys and girls.

Judge Not

Beware of snap judgments. A boy may

come from a stormy scene at home. He is sensitive to the rancor of quarreling parents, to a nagging mother. He is definitely upset. He feels moody and depressed. He is certainly emotionally disturbed and not ready for the placid program of school. There's a chip on his shoulder; he's discouraged; has temporarily lost interest in everything except what's he going to find when, and if, he goes home for lunch. Instead of seeing what is on the pages of his open book or test paper on his desk, there is floating before his eyes the phantasm of the unhappy scene at home. Now teachers are not mind readers; they can't know what's enslaving that boy's imagination and emotions. They can't know how close he is to tears or to open defiance of Sister's reasonable demands as a self-defense mechanism to keep from crying.

Here's a boy who sorely needs a friend, not only in his present mental and emotional turmoil, but someone who will win his confidence, get him to talk, and show him how to adjust himself to things at home that he cannot change. Just giving him a chance to "talk things out" helps a lot. An observant and sympathetic teacher would notice the boy's abstracted, sullen mood, the forced smile, the half-hearted interest in what's going on around him. At an opportune time, she would say to the boy privately and kindly, "There's something on your mind; you're worried. Tell me about it. It will help just to talk it over. Is it something at home?" If Sister has won the good will and friendly respect of her pupils, the boy, glad to talk to somebody, will answer, "Yes, Sister" and, knowing that he is talking to an understanding friend, older and wiser than he, will freely unburden himself of his worries. It doesn't take a psychiatrist to ease that boy's mind; just a Sister who is a lot like our Blessed Mother.

It is not an exaggeration to say that in many of our homes today there is very little discipline. Children too often do just about as they please. Often, after school, they go home to an empty house; mother is working outside the home, either through necessity or because her work is easy and her salary attractive. Some mothers hold a dollar so close to their eyes that it blots out the picture of the family. Mother comes home tired and cranky. There's the confusion of throwing a meal together before the father comes home. Or mother is in a hurry to get the supper over, around 4 or 5 o'clock, because she works nights. Then comes the "baby sitter," often a young, teen-age girl who should be in her own home under her mother's eye. Firmness of discipline is here

badly needed, but firmness plus fairness is admired even by troublemakers. The school must make up for the almost total lack of discipline at home. That's why our Sisters must cultivate a gracious, kind, friendliness toward their charges. They must want to make them want to come to school, even though they know it means submitting to a kind of discipline, of law and order that is unknown in their homes. Youngsters grow to respect a Sister who is blessed with a strong will and definiteness, who is constant and not vacillating in the standards of industry and behavior she expects from her pupils. Strong willed pupils need and like strong willed teachers. A boy with a strong will, even undisciplined, and plenty of confidence in himself, looks down upon a teacher who cannot enforce her commands or directions, who must resort to temper and corporal punishment with its consequent bitter resentment in the heart of a youngster thus "disciplined."

A Contrast

Of a teacher who never struck a child in her life, a former pupil remarked, "Boy, you did what you were told in her room." Outside of class she mingled freely with her pupils, laughed and joked with them, but when the bell rang! "No monkeying." And they loved her for it. And how many roughnecks she taught in her day! Today they are the ones who always ask about her. When she happens to visit the convent

of her old school, who are the boys who come to see her? Not the namby-pamby boys, not the "little Lord Fauntleroy's," but the roughnecks of grade school days, and the convent rings with their laughter as they go over with Sister some of their escapades when they were her pupils. Sister, they know, has never lost interest in them.

One of these boys moved up to the next grade and found a different kind of Sister. She enforced exterior obedience and administered punishment after school with a trick way of slapping the sinners' faces with the palms and backs of her hand, rocking their heads from side to side while they held their hands palms down on their desks. This boy was fearless and a good fighter. No boy in the neighborhood would risk insulting or challenging him. He was and is one of the most popular young fellows in his neighborhood. He's a detective now, a respected, efficient member of the police department. And even today he has only scorn for the teacher who whipped him, who hit him as no boy of his size would dare to hit him. He is the young man who remarked about the Sister he had in his previous grade, "Boy, you did what you were told in her room." Mutual respect and affection, firmness and fairness . . . that was the secret. When Sister loses her temper she scandalizes her pupils, and accomplishes nothing but unhappiness.

(To Be Continued)



— Photo from American Music Conference

Boys' Choir at St. Francis Church, Sacramento, Calif.

CATHOLIC SCHOOL JOURNAL

Editor

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PRAYER FOR THE GOVERNMENT

The Eighty-Fourth Congress of the United States will convene this month. Let us in all our schools say the prayer for the President and the Congress which Bishop John Carroll of Baltimore said 155 years ago:

"We pray Thee, O God of might, wisdom, and justice, through whom authority is rightly administered, laws are enacted, and judgment decreed, assist, with the Holy Spirit of counsel and fortitude, the President of these United States, that his administration may be conducted in righteousness, and be eminently useful to Thy people over whom he presides, by encouraging due respect for virtue and religion; by a faithful execution of the laws in justice and mercy; and by restraining vice and

immorality. Let the light of Thy divine wisdom direct the deliberation of Congress, and shine forth in all the proceedings and laws framed for our rule and government; so that they may tend to the preservation of peace, the promotion of national happiness, the increase of industry, sobriety, and useful knowledge, and may perpetuate to us the blessings of equal liberty."

SPECIAL EDUCATION (No. 2)

The number of problems that are presented by handicapped or exceptional children is surprising. Catholic schools have, of course, been aware of the problem, but the immediate burdens of a rapidly increased enrollment had to be met. Moreover, usually, there was not available in the superintendent's office a professional staff to supervise the problem children, nor teachers specifically trained for the instruction and training of such children.

Happily, the Catholic University brought together a number of persons interested in these problems in what is called a workshop. The important thing is that the papers that were read and the summary statements that were made have now been published under the title of the *Special Education of the Exceptional Child*, under the editorship of Rev. William F. Jenks, C.Ss.R. (Catholic University of America Press). Even though the ordinary classroom teacher may not be able to cope with these exceptional or handicapped children, she should inform herself about such problems in order sympathetically to understand the variety of difficulties which she may be facing in her classroom.

The variety of the difficulties which may exist are indicated in the types of problems that are treated: the mentally retarded child; the socially maladjusted child; the child needing speech correction; the gifted child; the visually handicapped child; the child with auditory difficulties; the undervitalized child; the physically handicapped child. There is an over-all description of the social and psychological problems of the atypical children, and a discussion of tests and measurements.

Notable results have been achieved by the Franciscan Sisters of Milwaukee with their remarkable school at Jefferson, Wisconsin, and the expansion of their work in the Boston archdiocese. But this is exceptional, and there is the

necessity of making all school authorities realize the great need for special classes in our Catholic schools, and for the inclusion in the training of the teachers of normal children an awareness of the problem of exceptional children. There is special need for a high grade professional training of teachers and supervisors in this field. — E. A. F.

FAMILIES IN THE WORLD

A rather interesting, even remarkable, Catholic statement on marriage was made by the International Union of Social Studies (Union of Malines) on June 30, 1954, in its statement on problems of population and use of world resources. The complete statement is included in the October, 1954, news bulletin of the Catholic Association for International Peace.

This statement will be of special value to secondary school teachers for their own background and for the college teachers of religion for the special course on marriage now given especially in the Catholic women's colleges. It is especially valuable, too, for social science teachers, and in connection with the teaching of American responsibilities in undeveloped areas. Unfortunately, in connection with the latter, immoral forms of birth control are often accepted as a matter of course.

Some of the important points in the Malines statement as related to marriage and the size of families, which is based on the over-all policy that any population, economic, or social policy must be "to promote the expansion of human personality and along with it a flourishing family life," are:

1. It is essentially a matter for the parents to decide how many children a family is to have.

2. It is in accordance with the high ends and purposes of marriage — none of which must be ignored — for parents, in taking this responsibility, to exercise thought and good will so as to allow explicitly:

"Not merely for the personal welfare of husband and wife — their health and their physical and psychological strength — but also for the welfare of the children and the best possible upbringing for them; for the welfare of the family as a group, with its principles of unity, order, and love, and finally, for the general welfare, now, and the future of the whole community of men in each place and region and in the world as

a whole" (International Union of Social Studies, Family Code, par. 57).

3. Being thus called to a more and more conscious responsibility in these matters, the family, that is the parents, may quite properly decide to have recourse, in the matter of having children, to:

"A regulation of birth, which, unlike what is usually called birth control, is consistent with the law of God" (Pius XII, Address to the Fonta della Famiglia, Nov. 28, 1951).

Because it "in no way defrauds the intentions of nature, which in themselves express the will of the Creator" (Letter of Msgr. Montini to the Social Week at Palermo, July 8, 1953).

And because its soundness may be assumed to be guaranteed by: "right intentions and unchallengeably moral motives" (Pius XII, Address to the Midwives, Oct. 29, 1951).

4. "Birth regulation" on these lines must not in any case be used to reduce the typical family to a size such that there are no longer enough children in it to ensure sound human and spiritual relations in the home and the continuance of the race.

5. And even when regulation is rightly used to space out births, its basic rule must always remain the desire to create — "the 'let life come,' the ardent 'yes' to the mother's vocation" (Pius XII) — characteristics of true love.

The discussion is summarized in pointing out that any methods which prevent the sex act from achieving its purpose are absolutely condemned; permissible are other methods using a minimum of self-control such notably as the safe-period technique, and permissible also is ordinary celibacy or abstention within marriage. Celibacy as a vocation is to be encouraged as a superior state of life.

This information at the moment is of immediate importance in connection with any discussion of the news of the day, particularly affecting the foreign policy of the United States as applied to undeveloped areas. For that reason we quote in full the concluding part of the statement on this subject:

"In general, the problem in the underdeveloped countries is not to choose between a policy of reducing births and one of increasing material and human resources. It is one of educational policy; to teach each member of the community to see more and more clearly his responsibilities to the rest. For even the (permissible) regulation of births

understood in the sense just outlined is legitimate only if it derives from a genuine sense of personal, family, and social responsibility. And the achievement of this sense depends on raising the ethical and social standards of the people." — E. A. F.

DEBATING AND INTEGRITY

The topic selected for intercollegiate debates for this year is: "Resolved: That the United States should extend diplomatic recognition to the Communist government of China." And thereby began a debate about a subject for debate. Four state teachers colleges in Nebraska banned the topic outright. One of the presidents saw no reason why students should spend half their time arguing the Communist side. Others reacted in the opposite way. Debating teams of two institutions of the country argued the question on television. A student from the side arguing the affirmative said after the debate he did not believe Red China should be recognized. It is this aspect of the problem about which we are concerned, and which we shall discuss later. In the meantime, let us look at the practical administrative problems about which our journalistic friends get excited.

The Problem at the Military Academies

The problem is especially significant in connection with West Point and Annapolis — the military and naval academies of the U. S. The commanding officers have said the subject would not be debated by the service schools debating teams. In the backgrounds of their discussion were two ideas: (1) the policy of the United States government, at present, at least, is against the recognition of China; and (2) the purposes of the academies is to train men who when called will implement these policies. The observation of the head of the Naval Academy was to the point, particularly in the present state of our journalism, that the young men at the Academy "would be liable to misrepresentation as well as providing the Reds a tremendous propaganda device." Professor Counts has reviewed Communist propaganda with the various methods of misquotation — supplying what they want said, attributing to various persons things they did not say or covering identity of persons making statements by giving them official positions

other than the ones they hold — in short telling lies, big and little, black and white for their purposes when it serves them. Quotations from statements made in debates by future Army and Navy officers would serve perfectly the Soviet's technique of propaganda in all its varieties of misrepresentation.

Congressman Robinson gave a Duke University student, who wrote him, some good advice: "I certainly hope that you will not undertake to debate the positive position on this subject, as quotations from your statements may embarrass you the rest of your life." In the present climate of American opinion on its "papier-mâché" construction, comments on either side of the debate may be embarrassing.

Integrity and Debate

We return now to the basic educational question raised by the student who argued the positive side but said he did not believe Red China should be recognized. The place of debate in the education of the students on both the high school and college levels raises a basic issue of integrity. As a teacher of English in the high school, I never permitted a student to argue in a debate an issue he did not believe. I must say I was shocked by the methods of debating of a group of British students from Oxford and Cambridge who apparently regarded debating as just a matching of wits — Who was cleverer? That was the object of the test. Is debating just a game for advantage? Is its attitude like those of a jesting Pilate, who asked "What is truth?" and would not wait for an answer?

Prohibition of Debating Is Not a Prohibition Against Serious Study

It should be noted that the prohibition of public debates in which one takes a position on the toss of a coin or by assignment in no way prohibits a school in its regular classes from making a serious study of all aspects of American relations with Communist China, including diplomatic recognition. It is inconceivable, at the military academies or other educational institutions which are engaged in the serious studies of contemporary problems, that the relations with both Nationalist and Communist China are not carefully studied — all the relevant facts, historical and contemporary, and all the theological views, religious, philosophical, and political. — E. A. F.

Teaching the Christian Virtues

Teaching religion receives a great deal of attention in almost every teaching congregation. However, since I, a religious, have had the rarer experience of teaching in a public school this year (1953-54), I think it might be helpful and encouraging to other teachers of religion to give a short report on one topic presented.

In his book, *Teaching the Christian Virtues*, the late Father William Russell, of the Catholic University of America, devotes 34 pages of introduction to telling the reader that *Christ* must be taught in the religion course. No one will gainsay Father Russell here. In trying to put this injunction into practice in grades 9 and 10, I find that the experiment was encouraging in its results.

Father Russell explains on page 7 that "by the term Christian virtue, then, we mean those demonstrated or commanded by Christ." For the boys I interpreted this to mean: (1) Christ is doing it; (2) Christ is talking about the doctrine; (3) someone is saying it about Christ.

Local circumstances early proved to me that the class did not know what I might consider the average amount of truth contained in the New Testament. One reason is possibly due to the city's bilingual character. While national churches exist, many boys still *attend* Mass in the nearest church. Hence they are often depriving themselves of religious instruction in the form of the Sunday Gospels and commentary by the pastors.

The teaching of religion is provided in the public school act of Manitoba. However, the time allotted is 3:30-4. In our district we have this period five days a week. Since non-Catholic boys are very few, no organized effort by their respective churches in this district is apparent.

Since the religion course in this diocese does not yet require each boy to have a copy of the New Testament, I suggested this as a Lenten project. All but two boys of the 32 class members bought the paper covered edition of the Confraternity text.

After the boys had their copies of the New Testament, we first told them to pick out all the references to our Blessed Mother. This material was added to our

Brother Louis Reile, S.M.

Provencher Collegiate Institute

St. Boniface, Manitoba

Marian project books which we completed shortly before Easter. In doing this the boys became familiar with the four Gospels. The first assignment upon their return from the Easter recess was the Christian Virtues.

At odd times during the year we had used the New Testament in class. (Never do I teach a course without the New Testament on my desk.) On certain feast days, such as the Holy Family, Annunciation, etc., we found more occasion to read the Gospel and to try to explain it. Without going too far afield I might state here that the boys are considering the New Testament as their text and the catechism as their "second" book. Which is good, undoubtedly.

As an introduction to the *project* (because I find that locally the word has a serious meaning for the boys) I tried to prove how we miss small but interesting details in the Gospels. E.g., the oddity of the *man* carrying a water jug; the incident of the tax coin in the fish's mouth. I cannot say that my explanations made their hearts burn (cf. Lk. 24:32), but the boys' eyes did light up when they learned that Christ climbed a mountain and ate roast fish on the beach.

We then progressed to Christ's gentleness as illustrated by His telling the little girl's mother (cf. Daughter of Jairus) to give her something to eat. The boys readily sympathized with Christ's telling the dove vendors to take the cages and to go home, while he wrathfully drove the trafficking merchants with a cord.

Now I thought the boys were ready to begin the real project. Several days we strained through familiar stories which the boys themselves suggested. We learned such frank truths that John was a hot-head because he wanted to rain fire down on unbelievers; that Peter was taking a sunbath when the Lord appeared again; that Judas was a stingy old goat; that

Christ didn't mind sticky little kids or mangy beggars. Some boys proved themselves adept at descriptive phrases.

Next I listed some of the virtues (taken from Father Russell's index): Worship, Socialness, Generosity, Compassion and Forgiveness, Obedience, Humility, Self-Control, Patience, Joy, Purity of Thought, Truthfulness, Honesty, Justice, Loyalty, Repentance.

Then, taking quotations from my own readings, I listed by chapter and verse from five to twenty citations from the four Gospels for each virtue named. The boys copied these references, but were encouraged to find others on their own. At random I sampled the boys' ability to interpret the Christian virtue in this or that passage, according to the 3-point requirement. Some were easy, such as Jesus' obedience after his loss in the temple. Others were harder, such as Jesus' socialness as shown in His priestly prayer for unity.

The final step was the assignment: to select three or four favorite virtues and show how Christ gave us the example. No lectures were given for four days. Brother went from desk to desk helping to explain passages according to the specified virtue. The end product was, in my opinion, satisfactory. Here are samples of the results:

Compassion and Forgiveness—"Our Lord practiced this virtue without limit. All of His many cures are based on either one or both of these." The boy cites the cure of the paralytic, the miracle of the multiplication of loaves and fishes, the parable of the good Samaritan, etc.

"Christ had a tender heart and His compassion started jumping when He saw the bewildered crowd."

Self-Control With Compassion—"Jesus picked up a whip and told the rich racketeers to get out, knocking over their carts and spilling their wares. He then turned calmly and quietly and asked the poor peasants selling doves to leave."

Truthfulness—"Pilate almost dared Jesus to say He was king of anything. Pilate said to Him: This is Your last chance to deny that You are a king, and to admit that You were a fake all along. Jesus answered: Yes, I am a king, this is

why I was born, and why I have come into the world, to bear witness to the truth."

The same boy continues: "Jesus said, when you preach, say the dead truth never say anything that can bring the people astray in the least (*sic*)."

Generosity—"Our Lord in His teachings and sayings frequently stressed the virtue of generosity. St. Matthew recalls: Cure the sick, raise the dead, cleanse the lepers, cast out devils. Freely have you received, freely give . . . the laborer deserves his living."

"We should not wait till we see even superiors doing what they teach us, but we should do the right thing right away" (referring to the authority of the Pharisees).

Humility—"Christ wanted to teach us that me, myself, and I aren't the only high and mighty persons on this earth. Take dirt from your neighbor and be humble. Don't throw it back and start a fight."

"Jesus, the Son of God, was humble enough to come down to earth, take orders, and finally be crucified for the sins of mankind."

Still another interpreted Christ's invitation to take "My yoke upon you and learn from Me for I am meek and humble of heart" to mean: "God is as great as any god, as human as any human, and as holy as any God, so follow His example and you surely will end up in heaven (*sic*)."

Joy—One boy, who wrote four pages on the virtue of joy, found place to mention that joy can easily be contagious as

"when a little child comes around you, although you are tired, you should play with them . . . for Christ said their angels always see God's face and are full of joy . . . (*sic*)."

It is interesting to note that many boys are seemingly conscious of a personal void Christ's virtues can fill. For in tabulating the projects I found that many selected virtues they ostensibly need in their own daily lives. E.g., a boy writing on Joy has reason to look further than his own home for a meaning in life. A younger boy frequently punished for fibbing wrote most of his project on Truthfulness. And a third, to cite only a few, who is often embarrassed at his obstinate pride in class, wrote his entire project on the humility and meekness of Christ.

In general I found the most frequently chosen topics were obedience, generosity, compassion, joy, self-control, truthfulness.

Of course I found some rather unorthodox interpretations, but the end result showed that the boys were seriously trying to study Christ. Since then the boys ask more questions about Christ in this or that incident. The boys are definitely aware of the everlasting truth they will find in the Gospels.

I cannot say what lasting value such an approach to teaching the Christian virtues will have. The teacher's task is to sow, with tears if necessary, and not to reap. In Father Russell's words, page 34: "The human teacher is to assist, to exemplify; nevertheless, the final responsibility rests on each student."

from other sources. Some have been run entirely by the advisers. Others have tried to improve by having a few gifted student writers produce the copy for all the school's publications. The C.S.P.A. discourages all of these methods. What are student journalists going to learn by having someone else do their work for them? Absolutely nothing. Their power to think for themselves, and their writing skill, will be lying fallow. The germ will be there, but it will never grow to maturity. The C.S.P.A. aims to stimulate student writers to think and work for themselves. It tries to stimulate initiative, originality, and responsibility. The student journalist must gain some understanding of his work in order to do it competently.

Evaluating Publications

To help stimulate initiative, originality, and responsibility in student writers, the C.S.P.A. has developed an evaluation service for school publications. All members of the C.S.P.A. receive this service by sending a copy of each issue of their publication to the main office. The points of evaluation for school publications are these:

Catholicity. Do news stories, features, and editorials show co-ordination of religion with regular school activities, and everyday living? Do they point out the danger of secularism in student life, and show its readers how they can fight against it? Do they make real to their readers the responsibilities of Catholics to bring Christ back into modern life?

Enterprise and Service. Does the publication give all classes, organizations, and events proper attention and encouragement? Does it display originality and initiative in encouraging school activities? Is it a valuable adjunct to the education of both writers and readers? And, most important of all, does it stimulate student thought and study through its news and editorial columns?

Editorial Content. Are new stories, features, and editorials written in a brisk and clear manner by reporters and editors who display aggressiveness in digging up all the necessary facts for stories?

Typography. Is the layout attractive and unified so that the more important stories are given the greatest display?

Uniformity in Style. Is punctuation, capitalization, italicizing, etc., consistent throughout the issues of the paper?

The Catholic Press Starts Young

Need for an articulate and forceful Catholic press is evident, and has been emphasized by recent popes and many bishops. In order to aid in fostering such a Catholic press the Catholic School Press Association (C.S.P.A.) was founded at Marquette University by Dean Jeremiah L. O'Sullivan, in 1931. This association aims to educate high school and college students in the meaning of the news and the purpose of newspapers and magazines.

The C.S.P.A. believes that one way to improve the Catholic press is to start with the student journalists in high school and college. Helping them to improve and

Reinhart Wessing

develop their thinking will ultimately help improve the Catholic and secular press, because many of these students have a true vocation to journalism and will one day be in that profession. Those who do not enter the professional field of journalism will be the readers of periodicals.

Learn by Practice

Some student publications have tried to improve by reprinting high quality material

Headline Construction. Do headlines show harmony and variety in construction, and can they be easily understood?

Application of Art. Where art facilities are available, do illustrations have news or editorial value rather than mere decorative value?

Criticisms. Do reviews and criticisms indicate that the reviewer or critic bases his judgments on sound principles? Do they give a real judgment on the work, rather than a mere summary of the contents?

Articles. Are they well organized, unified, clear, and fully developed? Do they help to broaden the knowledge and interests of the reader?

Fiction. Are narratives sufficiently developed to make the stories seem real? Do they appeal to intellect, senses, and emotions? Are they original, unified, coherent, with a well-placed climax?

Verse. Are poems effectively developed with a proper handling of meter? Are images concrete, vivid, and original? Does the rhyme sound natural?

All these points must be closely considered by student writers and editors, if they wish to develop into effective and articulate journalists.

The Procedure

The C.S.P.A. sends out its criticisms once a semester. The staff of critical analyzers consists of 20 newspapermen and women on various papers, public relations experts, teachers, and members of Marquette's journalism faculty. The critical data sheet includes constructive suggestions on editorial content, typography, headlines, art work, and style of the individual publications. Member publications receive an annual survey and rating classification. Awards are given to student writers in the fields of reporting, editorials, articles, features, short stories, and poetry.

"Although the C.S.P.A. does rate school publications on the mechanics of good publishing, it does not overemphasize this point. Our main concern is content," Dean O'Sullivan said, "an attractive paper or magazine is not necessarily a good one."

A Catholic Service

The Catholic School Press Association has counteracted the tremendous pressure of the secular school press associations. These associations fail to give proper

emphasis to God, morality, and the development of the whole man. Without religion man is only half developed. His animal nature is developed, but not his spiritual nature.

The C.S.P.A. has done much to make students aware of and appreciative of the right of privacy. Formerly in student publications a gossip column was the common thing. Items like who was seen with whom in the corner drugstore sipping soda, or who will be so-and-so's next escort, or why is so-and-so avoiding so-and-so, were played up. But students are people, and people have sensitive feelings, especially about things that don't concern others. These gossip columns were the ruin of many a good friendship.

Oral-Aural Teaching of French

Sister M. Walter, O.M.

Sisters of Mercy
Concord, N. H.

"Do you like teachers' institutes, Miss Smith?" A teacher looked at her companion inquiringly.

Her friend sighed. "I like them, Miss Brown, if I get something practical out of them. For example, I wish I could get some new ideas on teaching French. My students can read it and write it, but they can't talk it."

Miss Brown nodded understandingly. "I have the same problem," she agreed.

They both leafed through their program for the day. Suddenly, Miss Smith exclaimed, "Look!" She pointed to a subject, "Oral-Aural Method of Teaching French," Professor Fernand Marty, Middlebury College, Vermont.

They automatically turned toward the library and arrived just in time for the opening speech.

The professor had received his secondary education in France, had taught there, and also in Africa, and more exciting, had served in the French Army in World War II when he had been taken a prisoner and then escaped. The slender young man was surrounded with charts and books and tape recorders.

"Should we, or can we speak a foreign language?" he asked. "There is such a cry

Teaches Discrimination

The C.S.P.A. aims to educate student writers in the virtues of good journalism. Even though many of them will not enter the field of journalism, they will have an understanding of what a good paper or magazine should offer. They will know how to judge a publication. They will know whether a paper is giving them the news it should give, or whether it merely tries to entertain them. They will be able to see and feel the artificiality of poorer papers. By first learning what they should do on their own publications they will learn what to expect of others. They will learn that prudence, charity, and justice are the three cardinal virtues of good journalism.

from parents about a student's ability to talk and understand a foreign language. It is a real challenge to teachers. Look at your program. He read the introduction:

"Never have teachers been more challenged in their teaching of the basic skills and disciplines than they are today. Justifiably or not, many parents and interested citizens are honestly worried about their schools. Teachers do not need the Lynds, the Bestors, and the Woodrings to exaggerate the problems and limitations we are experiencing in equipping youth to meet successfully the demands of modern society. You have demonstrated through your participation in numerous professional activities that not only have you recognized the need of greater competence but also have energetically sought solutions."

"I shall endeavor today to give you my solution for teaching the oral-aural method in French."

The audience was most anxious to hear about it.

"Speaking is no problem in a language," he stated earnestly. "For example, if we drill only on the basic patterns used in French, the students will get it. There are about 70 different patterns of speech in spoken French, and basic patterns are not in books. French is a dual language. Your French grammars are based on literary French and some words you teach from these grammars are not used in spoken French."

The professor sensed the mystification

of his audience. If one did not teach from books, must one drop literary French?

He quickly explained, "They must learn literary French, of course, but that must come later. Remember, there is no cultural value in this oral-aural method."

"If basic patterns are not in books, where could one get them?" wrote Miss Brown on her program.

The professor went on: "I have been working for ten years on basic patterns. There are nine basic hinges between main and subordinate clauses. One must drill on these for conversation. When we teach patterns, we must not try to make it easy. In the beginning, comprehension is the key problem."

"I think he has his basic patterns on records which he probably sells," wrote Miss Smith.

"In order of importance, speaking is less important than understanding. You see in speaking one can use his own speed and so a student can speak more quickly than he can understand. Understanding and speaking should be on the same level. I'll give you an example."

He turned to a record and the voice of a man was heard giving a slow, deliberate speech. Then came the sound of two women's voices in conversation in a dramatic play. "Do you see what I mean?" inquired the professor.

"Now, in the order of importance," he explained, one should: understand, speak, read, write.

"I often give the first six weeks to conversation," wrote Miss Brown.

The professor said: "In some schools the first few months are given to oral French only. This only leads to confusion and is a waste of time. Before written work is started, 15,000 sentences should be learned and you can well see that this could not be accomplished in a few months. Even with college classes this oral-aural method must not be dropped after the written work is started or it will be forgotten."

Through the minds of the audience ran the questions:

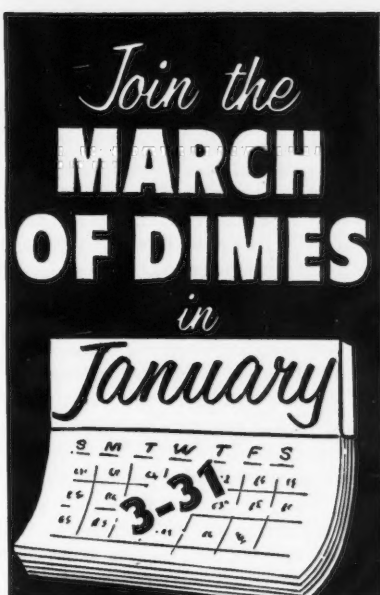
How many should be in a class?

How much time is required in this first-year course?

How much equipment should one have?

The professor sensed the need for such explanations. "Out of a group of 39, I chose 16 students. Each must have an analytical mind. In this course the power of analysis is developed to a great degree; it becomes acute. It requires about 1000 hours of work to learn the 15,000 sentences before written work is attempted."

Miss Smith wrote, "Just imagine being able to choose 16 out of 39!"



Join the March of Dimes

The 1955 March of Dimes will be conducted, January 3-31 by the National Foundation for Infantile Paralysis.

The Foundation has accomplished wonders in the relief and cure of polio victims with funds secured through the March of Dimes. The problem is still with us and funds are needed urgently.

The professor smiled. "You would have a mathematical problem of equipment. The whole course is on tape recording. There should be a laboratory where there would be tape recording machines. This should be open at all times, because all of the homework must be done on tapes. There should be an examination a week and the student must listen to corrections in his examination of the previous week before taking another. I personally teach five hours a week and spend five hours outside of class correcting."

"Don't forget that words in French are run together, that there must be intensive drilling, and that the students must speak in blocks."

"Sounds like brain washing to me," wrote Miss Brown.

"Call it brain washing if you wish," said the professor, "but you must beat the expressions into the minds of the students."

"I should like to hear some of his results," penned Miss Smith.

The professor turned to his tape recording machine. "Listen to an example of what one boy and one girl in the class did

this year. By this time—May—they should be able to give a little talk on a social or a walk in the woods, or a visit to a game." He turned the machine on. The examples given were excellent.

"These students have had thirty lessons from September to April; during the last five weeks of the year, they will have reading and writing."

The professor concluded with, "Remember, everyone cannot take this course."

"Well, did you get something practical out of this lecture?" asked Miss Brown, pushing back her chair and standing.

"Yes," said Miss Smith, "he said something I have always thought and feared saying for fear I would be accused of starting a heresy. Remember he said that our grammars are based on literary French and that many of the words are not used in spoken French? Then, we have A and B divisions. I think my principal would be willing to let me experiment on this with an A group. Look at the introduction in our program again. It says:

"One of the limitations of our schools has been a misunderstanding of the State's responsibility for maintaining a common core of minimum standards of educational achievement for all pupils. Such standards should guarantee to parents and citizens that their children and youth will acquire that knowledge and those skills which are necessary for living in the last half of the twentieth century. The Department of Education recognizes the need of teachers for guidance in determining this common denominator of pupil experience. It is our belief that the establishment of both the core curriculum and the minimum standards of achievement should be shared by the practitioners in the field, the school teachers themselves. Accordingly, these institutes are for the purpose of increasing the quality of education by seeking your advice and participation in determining a core program of pupil experience and achievement in various curriculum areas at all grade levels."

"You see," said Miss Smith, "if the Commissioner of Education really means what he says in this introduction, I shall be able to get these records from Middlebury College, order some tape-recording machines, and get a room for this equipment. I shall call to the attention of my principal that in this last half of the twentieth century our boys especially may go all over the world. French used to be the universal language, and a knowledge of French and English will be invaluable to them. This oral-aural method of teaching any language is wonderful for equipping youth to meet successfully the demands of modern society."

The Psychology of Color

A Dominican nun, my seventh-grade teacher, once talked about the place of art in education. She came to the significant conclusion that it was a great force for thinking. My own teaching experience has shown me how correct her reasoning can be.

There are many uses of art in education which are questionable, but sensible use of color, a part of art work, in scientific drawing, map making, and the making of composition covers can have the greatest of value. My own work in all three fields has clearly demonstrated the importance of color as a psychological incentive to learning.

Special Talent Not Necessary

Another teacher in my own school days felt that all maps should be drawn by pupils freehand. The use of color in any of the fields to be discussed in this article does not presuppose the possession of native drawing ability by pupils. Such an ability in pupils is not necessary to their deriving the most from color work.

My sixth-grade class at the Logan school in Wilmette, Ill., was required to make many reports as part of its social studies work during the school year 1952-53. I encouraged them in addition to organize their report notes in written form and submit them for additional credit after report days. To my very great surprise, many requested permission to submit their own maps of the countries which had been studied through the reports.

A Form of Expression

I believe now that this desire came from two other practices which I followed during the year — scientific drawing and the making of covers for the stories written during a unit on short story writing carried out in our language arts class.

All stories submitted in this unit were required to be enclosed in pupil-made covers. These covers needed only the title of the story and the name of the pupil-author. I found many excellent freehand drawings on the covers which were illustrative of the stories within.

I can state, also, that the strictly language arts part of this unit did not suffer because of the accompanying art work. The covers formed an excellent display on

Cropley Andrew Phillips

The Public Schools
Wilmette, Ill.

our room bulletin board for a long time and there was more than one evidence of pupil concern that story and cover complement each other.

Sensible, straight-from-the-shoulder talks by the teacher at the beginning of such a writing unit will assure the keeping of a sense of proportion between story and cover by boys and girls as they work. My own class did not neglect either one in favor of the other.

Scientific Drawings

Experiments in a laboratory are not always possible or desirable in the science which is given at the intermediate grade level. I found that the use of scientific drawings formed quite an acceptable substitute.

My science class made many oral group reports during 1952-53 and it was found that they could illustrate what they were saying by drawings made at the board either beforehand or as they talked. This is an advanced use of scientific drawing, however, and should be undertaken only after sufficient practice in the use of scientific drawing in other ways.

An entire period can be given over to this drawing once every three or four weeks. My class followed this procedure at the conclusion of its unit on electricity. Drawings in color of electric lights, doorbells, dry cells, storage batteries, and the like were many. A similar period was used near the end of our unit on light.

It was mentioned earlier in this article that the possession of native drawing ability is not necessary for success in this kind of work. May I give strength to this statement by emphasizing the fact that tracing in scientific drawing is not unsound.

Tracing Is Permissible

The pupil of intermediate grade age is not a mature individual even when possessed of drawing ability. Tracing requires physical and mental effort, the latter in the

thought that must constantly be given to the composition and form of the scientific object being drawn. When a pupil has traced such an object, given thought to the explanation which should be required as part of each drawing, and included this explanation in his work, an educational experience of no small worth has been completed.

It is in this way that I applied the thinking of my Dominican teacher. The thought given a scientific drawing will show itself in other parts of science work. My other teacher overemphasized the importance of freehand drawing. Tracing will fill the bill just as well and the scientific and other understandings possessed by pupils will correspondingly increase.

My own class showed this increase in understanding through an evident high quality of both oral and written reports as the year progressed and a definitely increased interest in the subject. Color played its part in the achievement of this very satisfactory result.

The Psychological Feature

It is exceedingly important that the teacher stress the mental and physical effort necessary for proper use of color in these activities. The boys and girls of the intermediate grade level are beginning to experience the normal youthful desire to be recognized as adults. If the work with color, a major activity in the lower grades, is presented to the fourth-, fifth-, or sixth-grade boy or girl as a means of helping master the older work of these grades, color will become a transition agent of great value. The mental and physical effort necessary in this work does not become oppressive. Rather, it is helped to become something of great interest. Herein lies the basic psychology of color as it applies to the teacher of the intermediate grades.

My own class in Wilmette employed color in still another way with great success though this way likewise was based on the principle of regarding color work as a psychological incentive to learning.

Color in Arithmetic

It is exceedingly easy for the intermediate child to have his work in arithmetic become tangled up because of small mistakes in parts of problems. This condition

can spring up while a class is working with fractions and can cause emotional difficulties even for the brightest of children. Developing the technique of drawing arithmetic problems is one effective guard against such trouble.

The following is an outline of the steps which were followed with great success in my Wilmette class.

PROBLEM: $\frac{1}{2} + \frac{1}{4} + 1\frac{1}{2} + 1\frac{1}{4}$

1. Select colors to symbolize the denominators of the fractions and the whole numbers to be added.

2. Draw as many blocks of the necessary color to represent each fraction and mixed number present in the original statement of the problem.

3. Use equal signs and draw as many additional blocks as are necessary to establish a least common denominator.

4. Draw as many additional blocks as are necessary to represent the answer to the problem in its preliminary and final forms.

5. Use as many additional colors as are necessary to represent those parts of the problem discussed in No. 3 and No. 4.

Drawing paper can be used for this work or ordinary theme paper with lines. The blocks need not be big but they should be neatly drawn and colored. The thought necessary to find the proper number of blocks for each part of a problem being worked will develop the habit of careful thinking about parts of detailed arithmetic problems to be worked in the regular way.

Prudent Use of Color

Confidence can come to slow pupils as

a result of this kind of work and the interest in the subject possessed by quicker pupils should be heightened. Stress on the mental and physical effort previously mentioned and care not to overuse color in arithmetic or in any of the other ways discussed in this article will be an effective guard against its use being considered as babyish.

A knowledge of the psychology of color will pay great dividends when it is put to proper use.

Colors are bright. It is a normal human characteristic to be interested in bright things. It is a further normal characteristic to want to express this interest in a sensible way. Such a desire is deeply imbedded within the human personality. Color as a part of learning is a means of using this desire with the greatest effectiveness.

Children "Adopted" Priests

Several suggestions were offered by the class as projects to be carried out this year. First, the children of the sixth grade promised to name all the pagan babies "Mary" or some form of it. Twenty ransoms were made. Second, the pupils promised to say a daily prayer to the Blessed Mother and to keep her statue in their bedrooms.

However, this was the favorite project of Grade Six: Realizing that the "Mother of Priests" has a special love for her clergy, the children requested that each one "adopt" a priest for himself. The names were selected from the family relationship, or some close friendship. Those who were not related or had no special friend, chose the names from the *Mission Magazine* or from the *Catholic Directory*.

During the English period the class composed the letters in which they expressed the desire to claim an individual priest, praying for him daily, receiving the sacraments for him weekly, and making personal sacrifices for him.

It was difficult to see who had the greatest joy, the priest or the one who adopted him. The replies were beautiful. Each letter showed the happiness the "Adopted One" expressed in the very fact that he was chosen. He asked the pupil to continue correspondence, inquired about the child's future life, and thanked him over and over again for being the chosen one.

Sister M. Elena, O.S.F.

St. Mary School
Columbus, Ohio

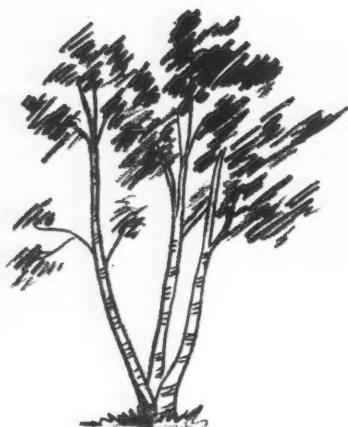
As a reply came in, the pupil stood before the class, proudly read the letter addressed to him, then posted the letter on the bulletin board. Some of the letters

contained special holy pictures or relics of the priests' favorite saint.

New and wonderful friendships were formed. The child developed a greater and stronger interest in his personal prayers. He thought of new sacrifices. The class felt that the Blessed Mother must have smiled at them and their friendships with an *Alter Christus*.



Letters from the "Adopted" priests to the children of grade six, St. Mary School, Columbus, Ohio.



Upper Row: Elm, Apple, Pine, Spruce. Lower: Birch, Willow, Oak

Learning to Draw Trees

Sister M. Terese, O.S.F.

St. Agnes Convent
Atlantic Highlands, N. J.

Elm trees have slender trunks and long, straight branches.

Apple trees have thick trunks and irregular branches.

Pine trees (or singing trees as they are called) are dark blue green, straight and tall. When pine trees have room to grow, the branches at the top point upward, those near the middle point out, and the lower ones point downward.

The *spruce* tree usually has branches reaching almost to the ground.

Birch trees usually have dark marks on their slender white trunks.

The hanging branches of the *willow* tree can be drawn with simple downward strokes.

The mighty *oak* tree has a very wide trunk and should have the appearance of being very large.

A Winning Approach to Music

Kathryn Sanders Rieder

Orrville, Ohio

Whatever our object in taking up the study of music one of the most helpful attitudes we can bring to it is the serious intention of making real progress. Wasted lessons, frustrated pupils, disappointed parents result when this vital element is overlooked. Music study is so highly personal and individual that we must look within for the power to transform that study into something significant, exciting, and creative. A winning approach proves itself more important than great ability, unlimited time, or artist teachers. With it people make progress with what they have; without it no talent fulfills its promise.

A Good Beginning

One teacher paid all his pupils the compliment of assuming that they came to him with serious intention to progress as far as they were able. He tested their playing carefully, he evaluated it with impersonal precision. Then, at the first lesson, told them just what he thought they could accomplish and what he could do for them — provided always that they studied with serious attention to instruction. His attitude transformed many dawdlers into budding musicians working in earnest toward a sure goal.

It is not difficult. There are certain definite, simple ways in which we can assume the winning approach to music study. The first is the serious intention to progress. Unless we have this we miss the zest and

interest to carry us forward. With it we gather our forces of enthusiasm, admiration for the subject matter, and the determination to learn. Psychologists tell us that it is the *will* to learn that sets us ahead—not the wish.

Aptitude Tests

Many invest in a musical aptitude test at a good conservatory before investing in an expensive instrument and course of instruction. While, up to a certain point, music can be learned as any other school subject can be, there are very definite limits to which we can go. The various musical traits are inherited and they vary little over a lifetime. Our excellence or lack of it in a certain trait conditions our success on a given instrument.

The exact measurement of our musical stature often enables us to succeed on one instrument when we would have been a dismal failure on the instrument of our unguided choice. Also, it may mean the difference between a good average player on one instrument and a state champion on another. One high school girl had this experience when her music test and consultation indicated that she ought to change from clarinet to flute.

A boy who struggled to learn violin had not the fine sense of pitch needed for success on that instrument. But he became an excellent organist developing his fine talent because it did not depend on his ability to choose the correct pitch of the tones played. All sorts of physical considerations—the size of the hands, the thickness of lips, length of arms, speed of motor responses and their co-ordination must be considered. While most teachers can tell in a general way whether the student is suited to his instrument, most musical aptitude tests are quite revealing. However, they have little value unless given and evaluated by an expert in that field.

Practice Makes Perfect

It seems elementary to remind that we should be willing to give regular time to music study and practice. But to hundreds of young people, this is the stumbling block. Very frequently they discontinue music study when school activities multiply. We may well question whether they can afford to lose music's important contribution to their personality and character and mental training. Thoughtful parents tell of going over their children's schedule, weeding out much of the duplication of activities, and then deciding with the children what should be done. They find that

too much recreational time spent with other young people can be a form of time wasting which grows as it is indulged. It must be strictly limited in any life that is to have a purpose.

Often regular practice time can be found by rising slightly earlier, by shortening the time wasted just after dinner. Many think they need much time because they have never learned how to use it. Their time slides away much too rapidly because they have no plan. One teacher who had such a pupil said, "Let's see how much you can memorize in two minutes." Under direction, the pupil was amazed to see that concrete progress could be made in that short span when the intention was there. The teacher drove home the point that even an hour a day of planned practicing could make the pupil's music study a success.

"If you're not willing to do that," he demanded, "why study?" The pupil began to make more progress than ever before as she learned intelligent use of small regular periods of practice.

Teachers gladly explain how to get the most from practice time. One violin teacher worked out a chart of the various techniques to enable pupils to retain skill on all the most basic. Without this plan it was probable that they would not cover enough varied material to serve this need.

Accept the Teacher's Method

Patience and the willingness to accept the teacher's method will promote progress. It seems strange that a music pupil, having selected a teacher competent to guide him, so often has to be sold on the idea that he is on the right path. Up to a point the questioning attitude may be well in learning, but the refusal of the pupil to accept what his limited information cannot explain forms a needless barrier to

his progress. When the teacher of your choice accepts you as a pupil, do give him every opportunity to instruct by patient and sympathetic willingness to follow his method.

The winning approach to music study means considering it as adventure in creating tonal beauty. Too often we are completely concerned with the purely mechanical problems of playing the notes before us. The fact that they are but the symbols of a beautiful musical picture eludes us.

One young boy playing Czerny laughed to see the study was marked "dolce." "How could anyone make that sound 'sweet'?" he asked. The teacher sat down at his piano and played it up to tempo, with pearly clarity, perfect evenness, and perfect control of dynamics.

"When you can play all these up to tempo," the teacher encouraged, "you will have the technique to play anything of Chopin." The boy nodded soberly, chagrined at his shortsightedness, and fired with new ambition to play them well.

Play for Pleasure

Since "all work" grows monotonous, play some of your favorite music each day when you have completed your assignment. It is wrong to make practice drudgery or to work too tensely. To work too hard is to call forth a rush of energy that "overloads the circuit," bringing on worse trouble. Every pupil has had the experience of trying very hard to do his best when he came to the teacher's studio and of doing worse than at home. Often trying too hard brings on tension, making it impossible to do well. On the other hand, all have found themselves doing well at times when they made no special effort. Do take pleasure in your music study for to miss the joy is to miss all.

You Can Succeed

The winning approach to music can work for you. We know that music study is a matter of developing our skill. All were beginners at first but they worked beyond it. We must pay it the compliment of our serious interest, making a fetish of intelligent daily practice. This will involve making the most of our practice time but avoid any feeling of drudgery through making all playing a creative project in producing tonal beauty.

Most of all we want to draw full satisfaction from our study, playing some favorite music daily, reaffirming in experience the pleasure and satisfaction it is to achieve even a small competence in making music of our own.

Youth Need Catholic Press

Bishop Thomas K. Gorman of the Diocese of Dallas-Ft. Worth, speaking at the recent Midwestern Regional meeting of the Catholic Press Association, said that readers must be sought among those who have an "unquenchable thirst for information on matters of vital interest" to the Church. He referred to the youth.

Bishop Gorman is the episcopal chairman of the press department of the N.C.W.C. and honorary president of the Catholic Press Association. He is a former editor of one paper and founder to two others.

A Device for Character Building

Sister M. Regine, O.S.B.

Holy Trinity School
Minneapolis 16, Minn.

Here is a picture of a bulletin board project we have been using with the fourth grade. The purpose of the project is character building. Each child's picture appears in a window of the castle. We had a class discussion in which we discussed rules and regulations to be observed. The penalty for the violation of any of these rules was being sent to the dungeon. Since the dungeon is not shown, we indicated this by closing the window of the offender. Beneath the word "Dungeon" on the signpost is an explanation in small print which reads: "Those whose windows are closed have been sent to the dungeon for misconduct."



The class drew up the rules of conduct and also decided upon the number of days to be served in the dungeon for the violation of each rule. The counselors, appointed by the class, closed the windows, kept a record of the days to be served in the dungeon, and opened the windows when the offenders had served their time.

The project served to make the pupils more conscious of obeying rules, and it made them want to do the right thing because it was a disgrace to be sent to the dungeon.

A Unit on the Mass for Grade Two

Sister Mary Concepta,
O.S.F.

Mount Saint Francis
Dubuque, Iowa

The Holy Sacrifice of the Mass is the great central act of worship in the Catholic Church. The study of the Mass plays an important part in the preparation of little children for their First Holy Communion. It is amazing how much of the great truth of the Holy Mass can be grasped by little seven-year-old children when presented in the right way.

THE OBJECTIVES

General Objectives

1. To teach the importance and the origin of the Mass.
2. To show the close union of the Mass and the reception of Holy Communion.
3. To instill in the children a great love for the Mass and the frequent reception of Holy Communion.
4. To help the children learn how to assist at Mass properly and devoutly.
5. To help the children learn how to apply the fruits of the Mass to their own souls and the souls of others.
6. To give the children a knowledge of the various parts of the Mass and the meaning and use of the various articles used at Mass.

Specific Aims

1. To inspire the children to love Holy Mass so much that they will wish to attend it frequently and even daily.
2. To develop initiative, co-operation, and an attitude of helpfulness and friendliness in working with others.

OUTLINE OF THE UNIT

I. What the Mass Is

The Mass is the unbloody Sacrifice of our Lord Jesus Christ, the Son of God.

II. The Institution of the Mass

A. By whom instituted

The first Holy Mass was offered by Jesus Christ.

B. Words used at the first Mass

"This is My Body." "This is My Blood."
C. Substances used at the first Mass

Unleavened wheat bread. Pure grape wine.

D. Manner of institution

1. Jesus took bread into His sacred hands, blessed it, broke it, and gave it to His Apostles saying, "Take and eat. This is My Body."

2. He then took the chalice with wine and giving thanks, blessed it and gave it to His Apostles saying, "Take and drink ye all of this for this is My Blood of the New Testament, which will be shed for many unto the remission of sins."

E. Time and place of institution

1. Time: On Holy Thursday night, the eve before the death of Christ.

2. Place: In the upper room where Christ and His Apostles had eaten their last supper together.

F. Guests at the Last Supper

The twelve Apostles together with their divine Master.

G. How the Mass was to continue

Through the Apostles and their successors. After Christ had celebrated the first Holy Mass He made the apostles priests by saying to them, "Do this in commemoration of Me."

H. Motive for giving us Holy Mass and Holy Communion

1. To honor the heavenly Father.
2. To make atonement for the sins of all men.
3. To unite us to Himself in a most intimate manner.
4. To give us a most excellent means of gaining grace and merit and thus assure our eternal salvation.

III. The Parts of the Mass

A. The Mass of the Catechumens

Prayers at the foot of the altar, the Introit, the Kyrie, the Gloria, the Epistle, the Gradual, the Gospel, the Credo.

B. The Mass of the Faithful

1. Offertory: offering of the bread; offering of the wine.

2. The Consecration or Elevation: consecration of the bread with the words "This is My Body;" consecration of the wine with the words "This is My Blood."

3. Holy Communion: Communion of the priest; Communion of the faithful.

IV. Articles Used at Mass; the Meaning and Significance of Each Article

A. Names of the articles

Altar, altar linens, altar stone, crucifix, candles, Missal, altar cards, cruets, chalice, paten, purificator, corporal, pall, ablution dish, finger towel, sanctuary bell.

B. Meaning and use of articles

1. The table upon which the Mass is offered. It represents the cross upon which Christ died.

2. The three altar linens represent the linen in which the sacred body was wrapped for burial.

3. The altar stone is the small flat stone in the center of the altar table, in which are kept the relics of martyrs.

4. The Crucifix is used at Mass to remind the priest that the Mass is the same sacrifice as that of the cross.

5. Blessed, beeswax candles are used to represent Christ, the Light of the World.

6. The Missal contains all the Masses of the year and from it the priest reads the Mass.

7. The three altar cards have on them certain prayers that the priest reads at different parts of the Mass. The altar card on the epistle side has on it prayers to be recited at that side of the altar. The card at the center of the altar has on it the Gloria, the Credo, the Offertory prayers, the Consecration prayers, and other prayers recited at the center of the altar. The card at the gospel side has on it the beginning of the Gospel of St. John 1:1-14.

8. The cruets are the small glasslike containers in which are kept the wine and water for Holy Mass.

9. The chalice is the gold cup into which is poured the wine and water to be offered to God during the Offertory of the Mass.

10. The paten is the small gold plate on which rests the unleavened bread, the round, white altar bread, to be offered to God and changed into the Body of Jesus during the Mass.

11. The purificator is the white linen cloth that the priest uses to purify the chalice.

12. The corporal is the square linen cloth upon which rest the chalice and the Sacred Host after the Consecration.

13. The pall is the small square covered with linen which is used to cover the chalice at different times during the Mass.

14. The ablution dish is the small glass dish over which the priest washes his fingers as it is being held by the server.

15. The finger towel is a small linen towel which the priest uses to wipe his fingers after he has cleansed them at the ablution, the pouring of the water over them by the server.

16. The sanctuary bell is a small bell which is rung by the server at the Offertory, the Sanctus, the Elevation, and the Communion of the Mass. *Domine Non Sum Dignus.*

V. Vestments Used at Mass

A. Different vestments

Alb, cincture, stole, maniple, chasuble.

B. Different colors of the vestments

White, black, red, green, violet, rose.

C. The meaning of each color

White, for purity and holiness; black, for sorrow; red, for love of God; green, for hope in God; violet, for penance; rose, for joy.

D. Seasons and feasts when the different colors of vestments are used

1. The white vestment is used on all feasts of our Lord and His Blessed Mother and on the feasts of those saints who were not martyrs.

2. The black vestment is used when the priest says Mass for the dead.

3. The red vestment is used on all feasts of martyrs (those saints who were put to death because they would not give up their religion).

4. The green vestment is used on all Sundays between Pentecost and Advent

unless it is a special feast of our Lord, as Trinity Sunday, the Sunday within the octave of Corpus Christi, the feast of Our Lady's Assumption, and the feast of Christ the King. On these feasts the white vestment is worn.

5. The violet vestment is worn on the Sundays of Advent and Lent and on the vigils of the great feasts of the Church.

The Approach

At the outset, large, beautifully colored Mass charts, showing the priest and Mass servers in 22 different movements of the Mass, were used as a starting point. The children delightedly examined and studied the charts and began to discuss and ask questions about the different movements of the priest and servers. The teacher answered their questions in part and referred them to several primary books on the Mass where they could find more complete answers to their questions. These books were kept on a certain section of their classroom library shelf. The children were eager to learn all they could about the parts of the Mass, the meaning of the different colors of the vestments, and the meaning for the various articles used at Mass. The teacher directed them how to find some of this information in their books. They were unanimous in their acceptance of the suggestion that a Mass unit be worked out in which they could learn many things about the Mass.

During succeeding class periods in religion, after the children had looked up information on several topics regarding the Mass, lively discussions ensued regarding the wearing of different colors of vestments on different days, the reasons for the Mass being read in Latin, why the altar stone had relics of martyrs in it, which saints were martyrs and why, what the different golden vessels used at Mass were called, and the meaning and use of each. While discussing these things the children were



Girls studying their Mass books.



Boys working on the Mass unit.

pleased to learn that their own little religion texts — *Jesus and I*, *The Mass for Children*, *My Mass Book* — and their class magazines — *Mine Too* and *Our Little Messenger* — would help them find the answers to many of their questions.

The Planning

The pupils, with the aid of the teacher, were grouped into committees. One committee was assigned the task of collecting pictures of their church and priests; a second committee was appointed to look up information about the Mass in the Mass books on the library shelf; a third committee was given the task of bringing to school the different kinds of pictures portraying the Mass; and a fourth committee was assigned the task of aiding in arranging the bulletin board and finding poems and stories about the Mass to post on it. During the next six weeks our classroom was an exceptionally interesting and busy place. The children read about the Mass, learned much about the principal parts of the Mass, what the Mass is, how it was instituted, who said the first Mass, where the first Mass was offered, when it was offered, who were the first priests, who made them priests and how, what colors of vestments are worn by the priest and what each color signifies, the names and uses of the sacred vessels, what many of the other articles used at Mass are and why used. The children learned to recite parts of the *Missa Recitata* and to sing some of the parts of the Mass such as the *Kyrie*, *Sanctus*, *Benedictus*, *Agnus Dei*, and *Et Incarnatus Est*. They wrote short poems and paragraphs about some of the articles used at Mass. They read poems and stories about the Mass and they learned poems and songs about the priest, the altar, the tabernacle, Holy Communion, etc.

During the study of the unit, the teacher placed a miniature altar with all its equipment in the classroom for the children to examine and discuss. From this arose many eager questions and interesting discussions. Out of these discussions the teacher itemized the names of various articles and words used and listed them on the blackboard. The children learned to read all the words, to spell many of them, and use them as a basis for their stories.

Things We Shall Do

Collect pictures of the Mass, Holy Communion, etc.

Read all we can about the Mass in our many books.

Make a Mass booklet.

Find poems about the Mass and Holy Communion.

THE SEARCHERS

Little children's faces
Looking up to see
If they can catch a glimpse of God
In poor, weak, mortal me.
Curly heads and Dutch cuts
Plaits and small pink ears;
Marble champs and jump-rope queens
Mixed-up smiles and tears.

Eyes that laugh, and teasing eyes
Eyes with angel shine;
Question marks of color
Gazing into mine.
Trusting little children,
My humble prayer shall be:
"May you catch a glimpse of God
Looking up at me!"

— Sister M. Claudia, I.H.M.

Villa Maria Academy,
Lynchburg, Va.

Learn poems and songs about the Mass.
Compose short paragraphs about articles used at Mass for our booklets.

Compose short poems about The Priest, The Altar, The Chalice, The Host, etc.

Write letters to our friends telling them about the work of our Mass unit.

Plan an assembly on the Mass for our parents and friends.

Write invitations to our parents and friends.

Plan a small souvenir for all who visit our classroom.

Make a trip to our large parish church to see in reality the things we are studying in miniature.

Take snapshots of the different parts of our unit.

The following individual and group stories, poems, letters, invitations, and experiences show how the children utilized opportunities to plan and direct these activities.

Letters of Invitation

St. Francis Xavier School
Dyersville, Iowa

Dear Msgr. Hoffman,

For the past three weeks our class has been working on a "Mass Unit." It has been great fun and we have learned a great many interesting and important facts about the Mass. It has helped us, too, to become better prepared to receive Jesus on our First Holy Communion Day. Yesterday we had our pictures taken with our Mass Unit display. Some day when you have time we would be very happy to have you come

over to our classroom to see some of the work we are doing.

Your little friends,
The Second Grade

St. Francis Xavier School
Dyersville, Iowa

Dear Parents:

We have finished our Unit "The Mass" and want you to see our work. The Second Grade, Room 101, and their teacher, Sister M. Concepta, cordially invite you to attend our Assembly on Wednesday afternoon, February 14, 195-, at 2:30 o'clock so that you can see all the work we have done on our Mass Unit.

Your little friends,
The Second Grade

Some Group Stories

THE CATHOLIC CHURCH

The Catholic Church is one true Church. It was started by Jesus Christ. He gave to the Church seven sacraments. These sacraments give us many graces. The more sanctifying grace we have when we die, the higher place we will have in heaven. We are proud and happy to belong to the Catholic Church.

THE CROSS

The cross is the sign of our Catholic Faith. There is a cross on every Catholic church and school. The Sign of the Cross is the greatest sign of Faith that we can make, because Jesus Christ died on the cross to save us from sin. We should love the cross and make the Sign of the Cross often.

THE PRIEST

The priest is God's special friend and helper. He works for God every day of his life and helps Him save souls. He says Holy Mass, forgives sins, and does good to everybody. The priest is our friend and helper, too. He forgives our sins and prays for us. We should love our priest and pray for him.

THE MASS

The Mass is the unbloody sacrifice of our Lord Jesus Christ. Jesus, Himself, said the first Holy Mass at the Last Supper, the night before He died. After that He gave Holy Communion to the Apostles and made them priests. They could then say Holy Mass just as Jesus had done.

Our Mass Booklets

During the study of the unit, the children planned and made booklets entitled

'My Mass Booklet.' In this booklet they wrote the stories and poems they had composed about the Church, the Priest, the Mass, the Missal, the Chalice, the Altar, the Vestments, the Cross, the Tabernacle, etc. On the pages opposite the stories and poems they pasted the pictures they had collected of these articles. The front cover was decorated with an attractive picture of the Mass and the title of the booklet.

Our Trip to the Church

Near the close of the study of the unit, we made a special trip to our large, cathedral-like parish church to see in reality at close range the things we had been studying and handling in miniature. We made it a real study trip and the children saw many things they had never noticed when they attended Mass with their parents from one of the back pews.

Pictures Taken

A few days before the assembly took place, all the children had their pictures taken in their classroom. All of them were portrayed in different groups, taking part in the various activities of the unit. Some were taken while reading Mass books, some were taken while studying the miniature altar and others were taken while working at their Mass booklets. Then all were taken as a group proudly showing their Mass booklets.

Our Assembly

Our assembly was a direct outgrowth of the work of the unit and hence required very little extra preparation. The children planned the program and decided what the souvenirs for their parents should be. Since our assembly was to be presented on the feast of St. Valentine, the children decided that they should take the shape of a large, bright red heart decorated with a simple liturgical Mass design. The assembly consisted of six parts: what the Mass is; the institution of the Mass; the principal parts of the Mass; the vestments used at Mass; other articles used at Mass; presentation of souvenirs.

When the parents and friends arrived, the children met them at the main entrance of the school, conducted them to the classroom, introduced them to the teacher, and then escorted them to seats prepared for the assembly.

After the assembly, the children presented their Mass booklets to their parents as souvenirs. With great delight the children then took their parents about the classroom to show them the various things they had done on their Mass unit. They no longer felt that the articles they had



The group that worked on the meaning and use of the vestments.

studied about and handled were mere names but real objects that made the Mass a living reality to them. I, personally, felt that the study of this unit was the best aid to the preparation of First Holy Communion that I had ever used. I felt that my First Holy Communion class of 1951 was better prepared to receive Holy Communion and had a better understanding of the sacrament of Holy Eucharist and Holy Mass than any class I had ever prepared in all my teaching career.

SUBJECTS UTILIZED

Religion

A study of the Mass, from *The Mass for Children*, in all its different parts, teaching the children how to assist at Mass, how to follow the Mass from a prayer book or missal, how to prepare for the reception of Holy Communion, how to make a spiritual Communion, how to pay special attention at the Offertory, Consecration, and Holy Communion, how to love the Mass more and thank God for the gift of the Mass, the meaning of the sanctuary light and why it burns perpetually.

Reading

Library and reference books on the Mass, poems, stories about the Mass in readers, articles about the Holy Eucharist and the Mass from their primary magazines, learning to read their school prayer book.

English

Talks about the Mass, writing stories and poems about the Mass and Holy Communion, writing of letters and invitations, learning to memorize poems such as "A Child's Wish," "First Communion Day," "God's Greatest Gift to Us."

Art

Drawing pictures of a church, drawing, coloring, and decorating vestments, making a cross, a chalice, an altar, planning their booklets and designing the title, drawing and designing the altar Missal, making various liturgical designs of the parts of the Mass.

Spelling

Learning to recognize many of the names of articles used at Mass as well as learning to spell them and use them in sentences, learning to spell and use many other liturgical terms in their written work.

Numbers

Learning the prices of various articles used in church and at Mass, such as candles, linens, vestments, sacred vessels, learning how to make number stories about the prices of church articles.

Music

Learned to sing several short parts of the Mass such as *Kyrie Eleison*, *Gloria Patri*, *Et Incarnatus Est*, *Sanctus*, *Bene-*

dictus, and *Agnus Dei*. Learned to sing hymns about Holy Communion such as "Jesus, Jesus Come to Me" and "O Lord I am not Worthy."

Handwriting

Many handwriting lessons were based on work being done in the unit, such as poems, word lists, letters, stories, and special copies.

Literature

Reading of literary poems, stories, based on facts about the Mass, read by the teacher to the class and by the children to each other.

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A miniature altar with all the equipment required for offering Mass. A set of eighty Mass pictures showing all the movements of the priest at Mass, Catechetical Guild Press, St. Paul, Minn.

A set of miniature vestments in all five colors.

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Correlations in First Grade

Penmanship, Spelling, Composition, Science, and Christian Social Living

Sister M. Euphrosine, S.D.P.

Providence Central High School
Alexandria, La.

UNIT IV: HELPERS

Sixth Week



Letters: sch, bl ("have" is an exception to rule of silent e). Spelling: school, have, book, blue. Composition: I have a pencil. My school has a flag. The girl has a book. See my blue ribbon.

Correlation: Teacher. We should thank God for our teachers. We should show love and appreciation for the teacher for being a kind friend who helps us in school. Show respect for teacher by being obedient, helpful, and attentive while she is speaking.

I have a .
My school has a .
The  has a book.
See my blue .

Seventh Week


Letters: th, er (review short u and i). Spelling: cup, big, good, the. Composition: Mother has a cup. My cup is little. The milk is good. See the big spoon. Mother makes cookies.

Mother has a cup.
 My cup is little.
 See the big .
 Mother makes .

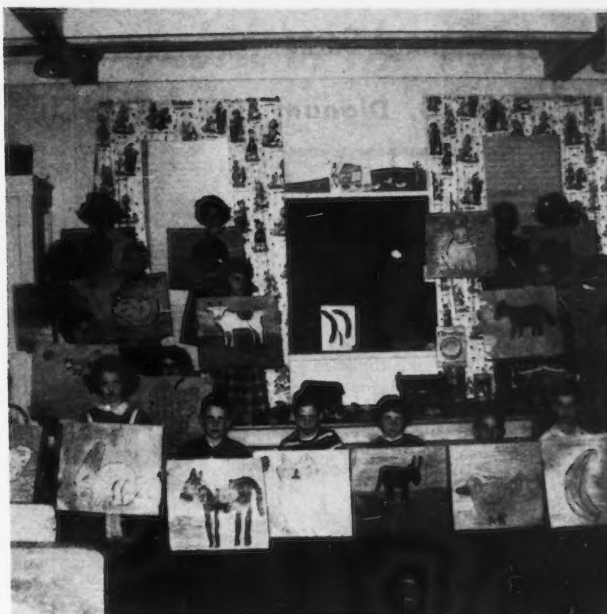
Correlation: Mother. Mother's first duty is the care of her children. She cares for their physical needs. Above all, she teaches them their first prayers and instills in them love of God and neighbor. How can you thank Mother for all she does for you? Mary.

Eighth Week

Letters: ss (review short *a*, short *e*, and *dr*). Spelling: bed, hat, room, dress. Composition: I love my father. He gives me pennies. Father gave Mother a big radio. I have a bed.

I love my father.
 He gives me .
 Father gave mother
 a big .
 I have a bed.

Correlation: Father. Everyone who has authority gets it from God. We must always obey those in charge. Father works to earn money in order to buy food for the family. He makes many sacrifices for love of us. Show love, gratitude, and obedience to Father. St. Joseph—Work for Jesus.


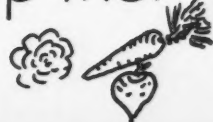


Pupils with their collection of farm products and art while studying the farmer as a helper.

Ninth Week

Letters: final *e*, final *y*, *cr*. Spelling: help, me, well, not, cry. Composition: See me play ball. The doctor is good. He will help me. I will eat vegetables.

Correlation: Doctor. Doctors spend their lives taking care of the sick. We can help them by trying to keep well and by doing what they tell us when we are sick. Doctors are kind and helpful. We can help them by our prayers.

See me play ball.
 The  is good.
 He will help me.
 I will eat .



The fifth grade at Nativity School, Los Angeles, Calif., ended its Marian Year project with a pilgrimage and procession in church.

A Language Game

Agnes G. Dignum

Primary Demonstration Teacher
Chicago, Ill.

A guessing game will induce shy beginners in the first grade to talk. The game, "Is It," is played with toys. Timid children become so interested in the toys that they forget themselves and their tongues are loosened.

A few small toys are placed on a low table; e.g., an airplane, a doll, a toy soldier, a car, a ball. One child leaves the room. Another child chooses one of the toys that are on the table. Perhaps he will say, "I choose the airplane." The child outside the room is then told to come in. This child walks over to the table and begins to ask questions. "Is it the doll?" The whole class answers, "No," and so on until the right toy is taken. Then the class answers "Yes." This procedure is repeated several times with different children leaving the room and choosing the toy. There are many worth-while variations that can be played on different days.

1. Later, colors of the toys may be included in the questions. The child then asks, "Is it the red truck?" "Is it the black and white dog?" etc.

2. Adding the element of size makes another variation. Two toys of the same kind but of different sizes are needed for this game. Then the form of the question is, "Is it the big car?" "Is it the little car?" The words "large" and "small" also may be used.

3. Combining color and size, the question asked would be, "Is it the large yellow taxicab?" etc.

4. Small picture cards may be used later instead of toys. The child then asks, "Is it the picture of a boy?" etc.

5. If names are printed under the picture cards, this game may become a spelling game as well as a language game. The child asks, "Is it the d-o-g?" etc.

6. This guessing game may become an A-B-C drill. The child holds up a letter and asks, "Is it the letter M?" etc. For this form of the game, large wooden or plastic letters may be obtained from a toy store.

7. Finally, drill in recognizing numbers may be given by using number cards from one to ten. The child holds up the number 9 card and says, "Is it the number 9?" etc.

First-grade children love to play this game over and over in all its various forms.

Artistic Numbers

Sister M. Noella, C.S.J.

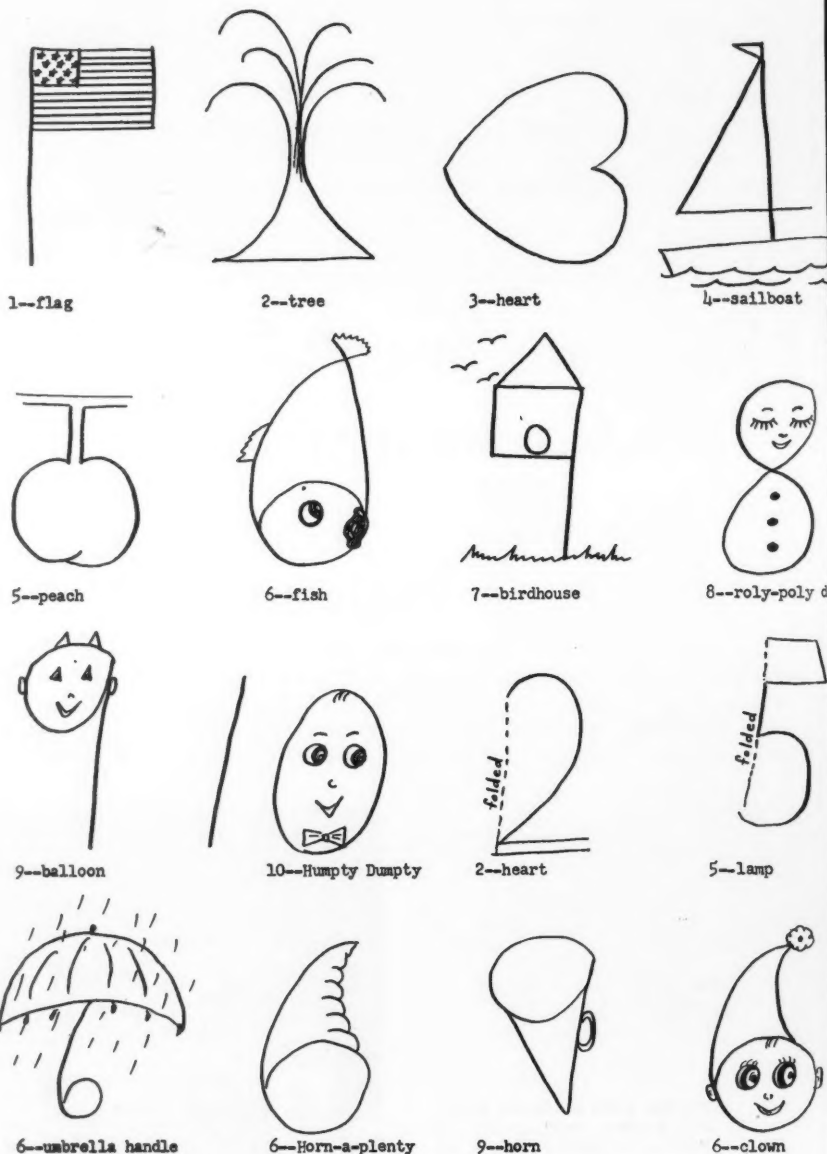
St. John's School
Beloit, Kans.

After the children know how to write the numbers from one to ten I let them experiment, adding lines to the figures, or folding and cutting, to see how many differ

ent things they can make. They enjoy working with these and their imaginations know no limits. Also they get much practice in writing the numbers.

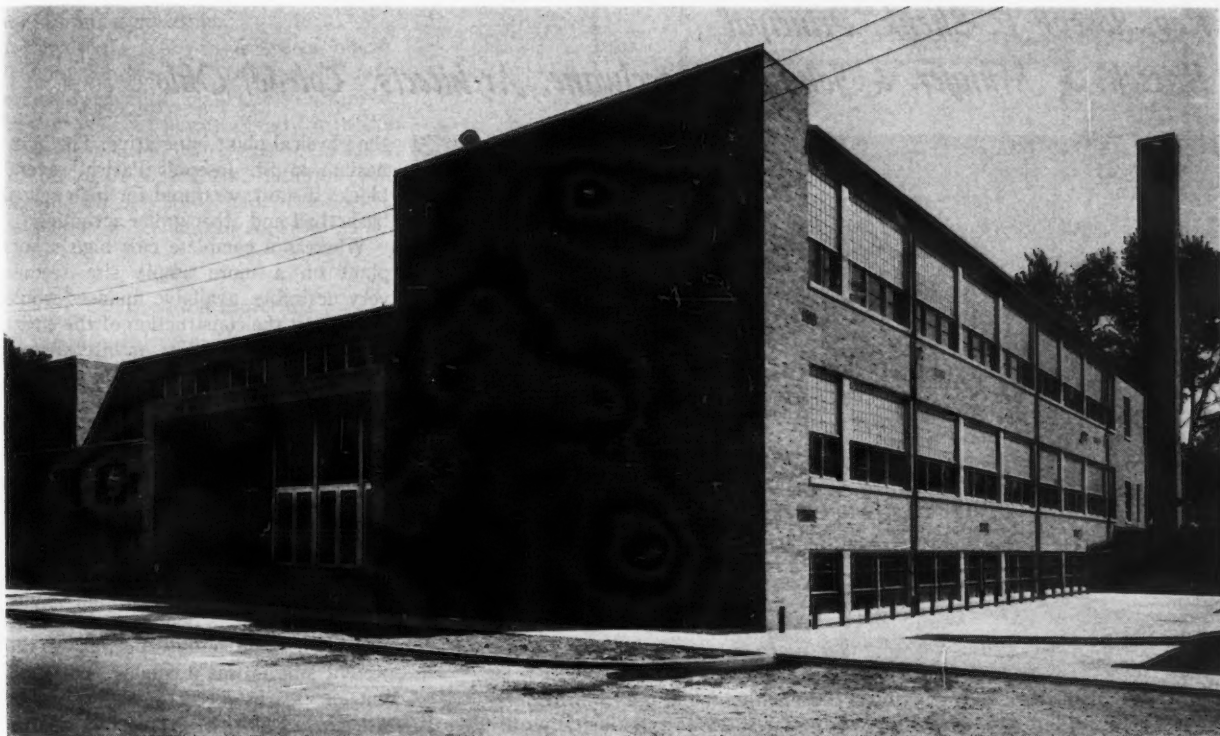
Our primary children made a scrap book of pictures for a classmate who was absent on account of illness.

These are samples which were made by the children.



Artistic Numbers, by Sister M. Noella, C.S.J.

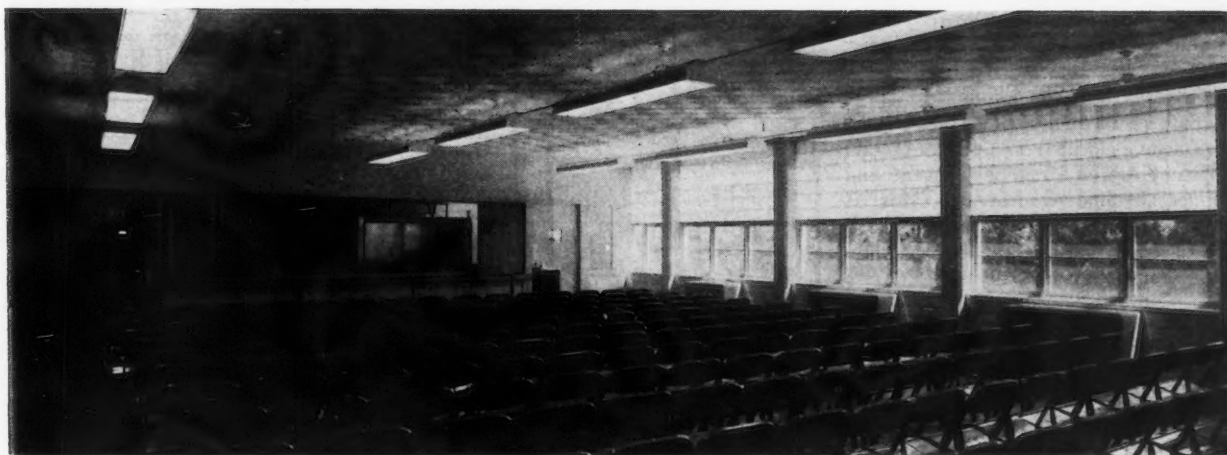
The Fabric of the School



The new Calvert High School at Tiffin, Ohio, designed by John P. Macelwane, an associate with Britsch & Munger, architects, of Toledo, Ohio. The light face brick is enhanced by aluminum sash and glass-block panels. The main entrance shown here is on the north side of the building.

First Unit of a Complete Modern High School

Calvert High School, Tiffin, Ohio



Cafeteria with tables removed for a pre-school meeting. In the background is the kitchen which can be hidden by a folding door. The picture shows the clear glass windows below glass-block panels; this plan is used throughout the building.

Calvert High School, Tiffin, Ohio

Rev. Joseph P. Shenk, Principal

Britsch, & Munger, & John P. Macelwane, Architects, Toledo, Ohio



A typical classroom in Calvert High School. Note the natural and artificial lighting. A recessed cabinet is shown on the inside wall.

The first unit of the new Calvert High School, Tiffin, Ohio, completed in the spring of 1954, augments the old existing obsolete facilities and, when the remainder of the contemplated structure is completed, will entirely supplant the old structures.

The new school was dedicated by Most Rev. George J. Rehring, Bishop of Toledo, on August 29, 1954, and was fully occupied in September, although the gymnasium facilities were utilized for basketball, beginning in January, 1954.

Calvert High School, founded in 1923 by Samuel Cardinal Stritch, then Bishop of Toledo, is located on a plot of ground adjacent to the Ursuline Convent and former Ursuline Academy for Girls. It provides coeducational Catholic high school education for the entire Tiffin area, comprised principally of St. Mary's and St. Joseph's parishes.

A Bit of History

The Ursuline Academy for Girls was discontinued in 1923 and the buildings turned over to the Toledo Diocese for use by the then newly established high school. The Academy buildings had no auditorium or gymnasium facilities and

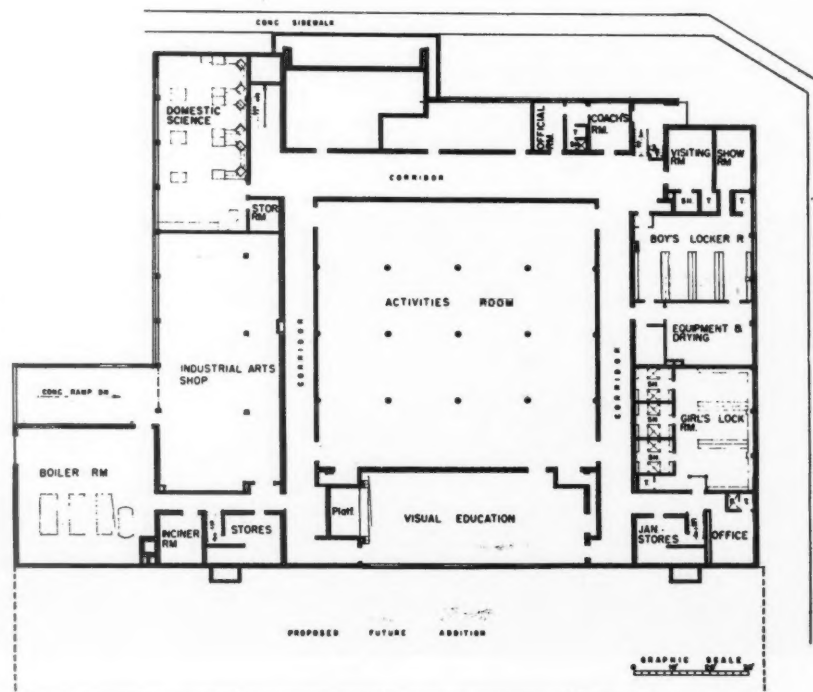
this, coupled with the increasing enrollment over the years, made expansion of

the physical plant imperative. The gymnasium at St. Joseph's Parish, several blocks distant, was used for high school basketball and other group activities.

Whereas a complete new high school plant on a more ample site seemed very desirable, available finances would not permit the construction of the entire plant at one time. The architects were therefore faced with the dual problem of providing athletic, physical education, and auditorium facilities on the present site and of providing additional scholastic facilities to supplement the very limited and obsolete existing facilities.

A First Unit

The first unit of the proposed complete new high school was therefore erected on such limited portion of the present site as was available. This first unit necessarily became very compact with the auditorium-gymnasium as the principal feature, flanked on one side with cafeteria, kitchen, band-room, and shower room facilities and on the other



The Basement Plan

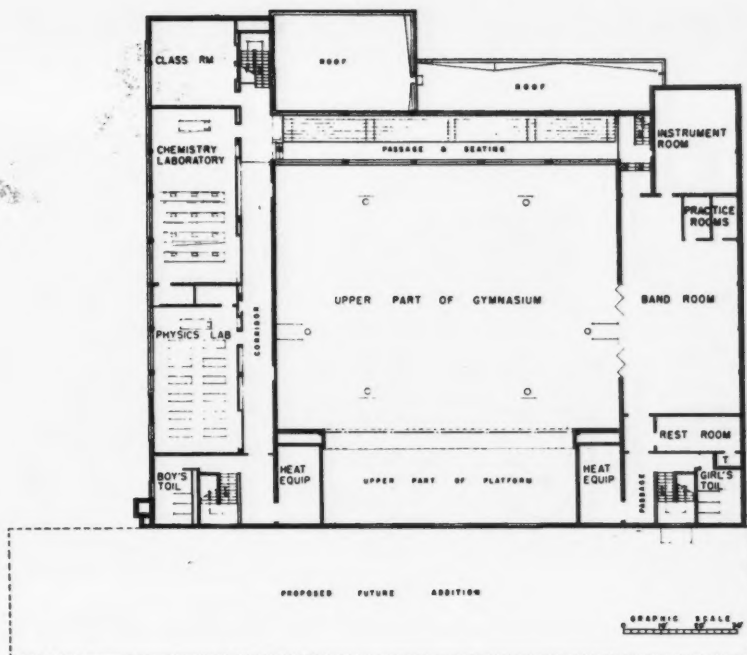
with classrooms, laboratories, domestic science, and industrial arts. A visual education room and large activities room are located in the basement under the auditorium-gymnasium.

The main lobby and school offices are in the front of the building and corridors and stair halls are so arranged that they will connect directly with the corridor of the future proposed addition at the rear. The future addition will contain chapel, study halls, classrooms, and other miscellaneous facilities as required.

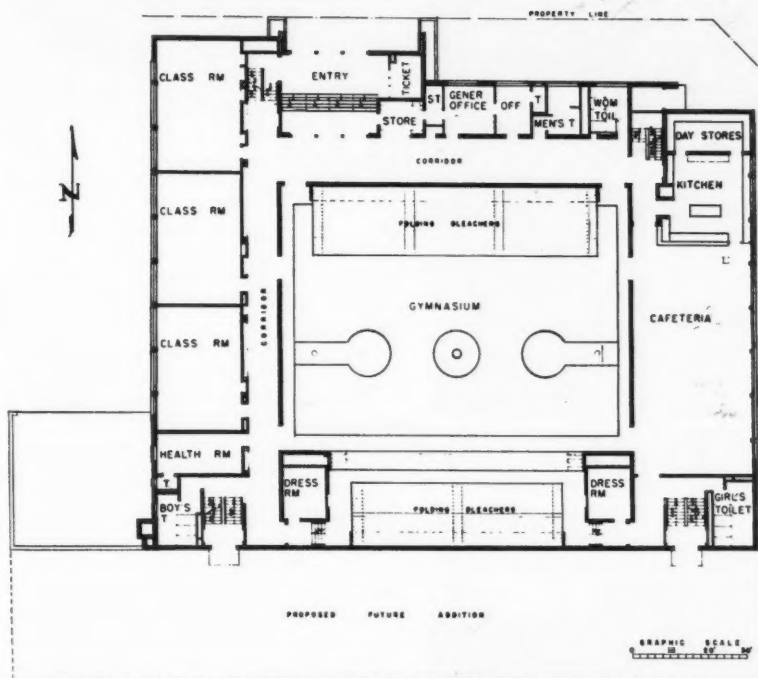
Construction Materials

The general design of the building is contemporary. Classroom fenestration consists of glass block panels above aluminum ribbon windows. Fiberglass acoustical tile has been used for ceilings throughout the building except that auditorium-gymnasium ceiling is formed with U. S. Gypsum Company Slotted Auditone acoustical form-board over which is poured a Gypsum roof deck.

Corridor floors, toilet-room floors, and



The Second Floor Plan — Calvert High School, Tiffin, Ohio.



The First Floor Plan

stair treads are terrazzo, while asphalt tile has been used for all classrooms, offices, activities room, laboratories, and similar locations.

Ceramic glazed structural facing tile, in a variety of attractive colors, has been used for wainscots throughout corridors, stair halls, gymnasium, toilet

rooms, etc., and as a base throughout the entire building.

The auditorium-gymnasium is designed to seat approximately 1100 at athletic events and upward of 1500 for stage performances and assemblies.

The gymnasium floor consists of strip-type, metal-bound, maple flooring laid

over a half-inch cork base, which lends resilience and life to the playing surface. Folding bleachers, when folded, permit the use of two cross practice courts. Folding bleachers on stage provide additional seating for athletic events and when folded leave ample stage space for other activities.

Exposed cinder block walls, painted, have been used wherever practicable throughout the building. Sound control between classrooms has been effected by applying putty coat plaster on one side of the dividing partitions.

Color has been used boldly to create striking effects but with an over-all harmony which is pleasing throughout.

Fluorescent lighting, engineered to modern standards for each area, has been used throughout the building, including specially designed shockproof fixtures for the gymnasium.

Two low-pressure steam boilers, equipped with combination gas-oil burners, provide the energy for a completely automatic heating and ventilating system.

Calvert High School, when the future addition is completed, will accommodate between 500 and 600 students. The cost of the first unit was \$550,000 or approximately 79 cents per cubic foot.

The board of control for Calvert High School consists of Rt. Rev. R. I. Kinnane, S.T.D., V.G., P.A., pastor of St. Mary's Parish; Rt. Rev. Richard J. Gabel, Ph.D., S.T.D., pastor of St.



The visual education room may be used not only for showing films but also for dramatics, speech, study, class, and general meetings.



The gymnasium showing the stage and the ceiling structure. If you look carefully, you can see the doors concealing the band room near the ceiling at the left.



The gymnasium showing the folding seats. The balcony which serves as the second-floor corridor will also have these folding seats.

Joseph's Parish; and Rev. Joseph D. Shenk, principal. The faculty consists of diocesan priests, Ursuline and Franciscan Sisters, and lay teachers.

Building News

BUILDING RECORD ESTIMATED

Construction of private school buildings is expected to rise in 1955, 16 per cent above that of the 1954 record-breaking year, according to an estimate by the U. S. Departments of Commerce and Labor. Specifically, the estimate for private schools in 1955 is \$650,000,000 or \$90,000,000 more than in 1954. The government estimate for public school building is also an increase of 16 per cent to \$2,400,000,000.

The shortage of schools, classrooms, and teachers was a major feature of the recent report of the department of education of the N.C.W.C.

IN CONNECTICUT

St. Edward, Stafford Springs

The new school building for St. Edward's parish, Stafford Springs, was dedicated and opened to 240 pupils in the beginning of this fall term. The 8-classroom school is of brick and cinder-block construction, and is fireproof throughout. Front and rear walls consist of large red-wood frames from the foundation to the roof, housing glass windows for the first and second floors with transite separators between floors. (These frames were built on the ground and slipped into place after the walls and roof were completed—a detail which helped keep construction cost to approximately \$180,000, with furnishings).

The interior of the building has plastered walls. Each classroom is 20 feet wide by 40 feet long. In each, the front wall and half of a side wall is blackboard; the other half is tackboard. At the rear wall of each classroom are wardrobes and a bookcase. The window wall is entirely glass with bookcases under the window sills running the length of the room. Classroom flooring is of asphalt tile in pastel colors matching the painted walls; ceilings are of acoustical tile. Rooms are equipped with fluorescent lighting.

The building also includes a library, principal's office with master clock system, and lavatories in colored tile.

The building has no basement except for the boiler room and incinerator. The heating system is hot water with radiators running the full length of the window wall behind the bookcases, and grilles in the window sill.

Sisters of Mercy staff the school; Rev. Francis S. Morrissey is pastor of St. Edward's.

(Continued on page 20A)

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We believe that there is no other desk on the American market which offers your intermediate-grade students more privacy or comfort — *plus* such large working areas, wide classroom utility and fine workmanship. Inspect it personally — write or wire your American Desk dealer for a demonstration *before* you specify classroom furniture.



American Desk

MANUFACTURING COMPANY • TEMPLE, TEXAS

Building News

(Continued from page 32)

IN MICHIGAN

St. Mary, Gaylord

A new high school and gymnasium for St. Mary's parish, Gaylord, Mich., has been completed at a cost of \$315,000. The structure, attached to the parish grade school by a breezeway, is a one-story brick building, housing 8 classrooms, library, clinic, offices, and storage rooms.

Throughout the interior, asphalt tile is used for flooring and walls are of painted Waylite block. All classrooms have pastel painted walls and green chalkboards. Class-

rooms are unit air-conditioned and steam-heated. Also employed are indirect lighting and electric clock and public-address systems.

Much of the furnishings, including landscaping and books for the library, were donations of friends of the parish, interested businessmen, parishioners, and students.

Religious of the Dominican order and lay teachers staff the school; Rev. Robert W. Heyer is pastor of the parish.

IN OREGON

Coos Catholic, Coos Bay

Coos Catholic School, a new elementary school building replacing St. Monica's

School, opened to 278 pupils in eight grades this fall. Construction on this new eight-classroom building was begun last March. Work continues on construction of the gymnasium and multipurpose room on the north side of the one-story building.

Seven acres behind the building will be converted into a football field, tennis and volleyball courts, and playground for smaller children.

The school employs seven teaching Sisters and three lay teachers.

IN PENNSYLVANIA

Holy Martyrs, Oreland

A new school building for Holy Martyrs' parish, Oreland, was dedicated September 12. The new school is a two-story structure constructed of reinforced concrete with red brick exterior, and will house both church and school for the parish. Eight classrooms and administration rooms are located on the second floor. The first floor is given to the parish church, but is so constructed that the space can be converted easily into additional classrooms. The building is 73 feet wide and 173 feet long. The large auditorium on the first floor will accommodate 700.

IN NEW YORK

St. William the Abbot, Seaford, L. I.

A new school building and convent were dedicated for St. William the Abbot parish, Seaford, L. I., on October 3. The school is a one-story structure in contemporary style, designed for future addition of a combined gymnasium, auditorium, and chapel, as well as more classrooms. It now houses 8 classrooms, a kindergarten, library, cafeteria, kitchen, offices, and teachers rooms.

Classroom features include a large, square area for each; three plastic "skydomes" in each to illumine the darker portion of the classrooms, because of their depth; direct access to the outside by means of a door to the outside in each classroom.

The school's registration is 365. It is staffed by Ursuline Sisters of Thildonck, and Rev. Dermot C. Flinn is pastor of the parish.

Our Lady of the Assumption, Bronx

The new school, auditorium and convent buildings for Our Lady of the Assumption parish, Bronx, in Spanish Renaissance style, was opened to pupils of the parish this fall term. The buildings are of buff textured brick with carved limestone trim and Spanish tile roofs.

The auditorium structure is one story in height, and is designed for multi-purpose functions, seating 900 for church or group assembly. Finished with maple floors, the gymnasium also has colored tile wainscot under acoustical ashlar block walls in variegated color, and acoustical plaster ceilings. Lens type electric lighting fixtures are recessed in the ceiling. The wall surround-

(Concluded on page 24A)

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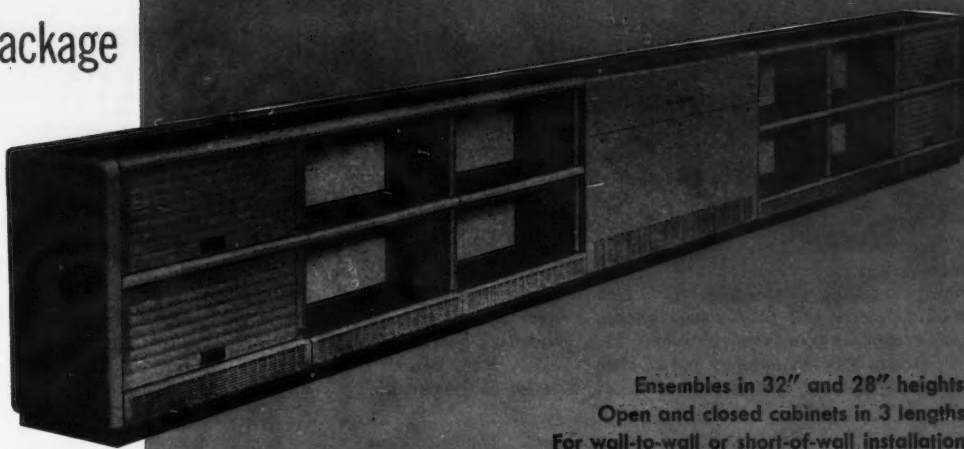
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Nesbitt Syncretizer and Wind-o-line Radiation integrated with Storage Units for beauty, utility, daylong comfort and overnight protection.
Publication 101



Ensembles in 32" and 28" heights.
Open and closed cabinets in 3 lengths.
For wall-to-wall or short-of-wall installation.

Wind-o-line Radiation

Positive protection against cold surfaces; integrated with the Nesbitt Syncretizer; in wall-hung casings, or in storage units.
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Standard enclosures combine to any room length. Capacities 450, 550, and 700 Btu per lineal foot.

Sill-line Radiation

Modern high capacity finned radiation for use along windows and other perimeters, in casings styled for today's interiors. Rigid, long-life construction; draft-free comfort; low installation cost.
Publication 102



Seven enclosure lengths with complete accessories meet every installation need. Capacities 700 to 2675 Btu per lineal foot.

Sill-line with Storage Cabinets

Combining the advantages of perimeter heating with attractive storage units at moderate cost.
Pub. 261, Section S



Ensembles 32" and 28" high, for wall-to-wall or short-of-wall application. Capacities from 700 to 2600 Btu per lineal foot.

Building News

(Concluded from page 20A)

ing the stage is of face brick. Auditorium and school connections are at both sides of the stage area. Locker and shower rooms are in the basement.

The school building is a 3-story structure containing 16 classrooms, a kindergarten, clinic, and offices. The basement has a combined cafeteria and play room, kitchen, home-economics room, storage rooms, and boiler room. The school lobby and all stairways have colored ceramic tile wainscot.

Corridors have natural colored tile wainscot, and flooring throughout the building is resilient asphalt tile. Corridors are lighted on either side by glass block light panels.

Each classroom has a seating capacity of 50 pupils. Windows extend the full length of the wall and indirect lighting fixtures, mechanical ventilation, and heating units are included features. The classroom walls have chalk boards set in frames at the front and side walls; oak receding wardrobes with adjacent teachers' closets and bookshelves span the back of the classroom. Doors have cork tack boards.

Rt. Rev. Msgr. John J. McCahill is pastor of the parish.

Catholic Education News

PROGRESS IN DESEGREGATION

The decision of the U. S. Supreme Court declaring segregation of races in public schools unconstitutional, although it affects only public schools, lends public and legal support to the efforts of the Church against segregation. As Very Rev. Msgr. John T. Haverty, superintendent of Catholic schools in the Archdiocese of New York, said recently, integration "is no problem in the North where it has been in effect for 25 years. In the South, Catholic schools followed the region's separate-but-equal doctrine, although churches were integrated. Catholic schools in the District of Columbia have been integrated for several years."

Very Rev. Maurice Shean of Rock Hill, S. C., who has been working on interracial problems in the South, said recently that "some Catholics are resisting integration in parochial schools on the ground that the Supreme Court decision applies only to public schools." But, he added, "we have encountered no great difficulty anywhere that integration has been tried so far."

The positive stand of the Church against racial segregation was expressed last August by Most Rev. Albert L. Fletcher, bishop of Little Rock, Ark., in a letter to his flock. Referring to the opinion of some lay people that, since the Supreme Court decision applies only to public schools, Catholic schools will choose to continue segregation, His Excellency said:

"This is a mistaken idea. It is contrary to the traditional practice of the Church. . . . Our Lord came to redeem all and to establish His Church to rule, teach, and sanctify all without distinction.

"Furthermore, the Catholic Church is the Mystical Body of Christ of which He is the Head and all of us are members without distinction of race or color. . . .

"The very nature of the Catholic Church is contrary to the racial segregation of its members on matters which concern man's eternal salvation.

"In places where segregation is enforced by law or custom, the Church simply does the best she can. . . .

"But now the highest Civil Court in the land has judged segregation in public schools to be unconstitutional. This decision clears the way legally for the Church to act more freely in giving to all races the same benefits she is able to provide for the practice of their holy religion.

"Everyone realizes that it is practically impossible for such a change to be made effective immediately in all phases. . . .

"It is especially urgent, however, that Catholic Negro children be admitted to any Catholic school available in places where there is no Catholic school especially for them. The reason for this urgency is that they would otherwise be deprived of a Catholic school education and would be exposed to serious dangers to faith or morals by attending non-Catholic schools."

* * * *

A recent news item is significant. Dated at New Orleans on November 25, it said: "Loyola University of the South dropped today all segregation barriers — among both players and spectators — at its basketball games. The Jesuit institution has scheduled three home contests with teams listing Negroes on their rosters."

INSTITUTE ON READING

The 1955 annual institute on reading will be held at Temple University in Philadelphia,

(Continued on page 26A)

10 Minutes

TO CONVERT LUNCHROOM TO GYM BY TEST

Erickson MULTI-PURPOSE EQUIPMENT



This Multi-Purpose Room in the new Falcon Heights (Minn.) elementary school serves as a lunchroom, auditorium and gymnasium. Its busiest time is the noon lunch period. Eight Erickson Portable Fold-A-Way tables with benches are set up to feed 192 pupils at one time. Over 300 pupils are served during the period. (See picture at left.) Ten minutes later the scene changes to a Phy. Ed. class. (See picture below.) Dan Forsyth, custodian, makes the transformation without help save for clearing and washing the the Formica table tops.

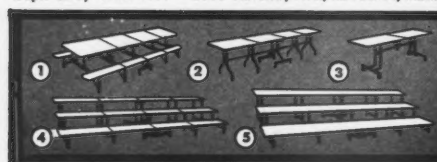


Erickson Portable Fold-A-Way Tables with Benches answer the lunchroom problem in any school. Fast to unfold . . . fast to fold . . . easily moved on large ball bearing casters . . . compact for storing. Rugged construction . . . maximum stability . . . easily cleaned, sanitary, durable Formica tops. Made in 12' and 14' lengths, two heights: 27" for grade students, 29" for high schools and adults. Seating capacity up to 24. Erickson Portable Fold-A-Way tables have many bonus uses: Clay modeling, finger painting, project and craft work, Home Ec., and many others.

Case history courtesy of: Superintendent Emmett Williams, Principal B. M. Nelson, Arch. Magney, Tasler & Satter.

IDEAL FOR MULTI-PURPOSE ROOMS

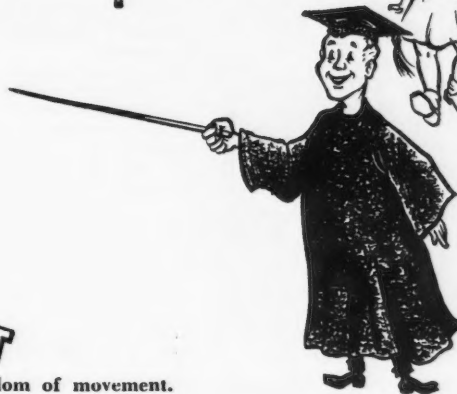
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Erickson Portable Multi-Purpose Equipment

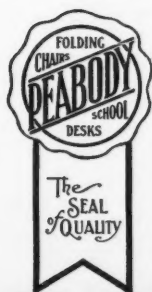
1. Fold-A-Way Table with Benches
2. Fold-A-Way Table w/o Benches
3. Fold-A-Way Banquet Table
4. Fold-A-Way Choral Riser (seated and standing)
5. Fold-A-Way Orchestra—Band Stand

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- Available with Fibersin plastic tops and tablet arms.



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NORTH MANCHESTER, INDIANA

Teaching with Magnetic Tape

By Charles Westcott



PERFORMANCES sharpen up fast when tape recordings are made of rehearsals of student-produced radio dramas, historical pageants, stories and plays. Teenage actors have an opportunity to hear themselves exactly as their audience will hear them. They can develop and

perfect roles, accents and diction in less time and by themselves. Naturally, this means the job of the dramatic teacher is made easier.

ENTIRE PLAYS, student assemblies and lengthy lectures can now be recorded in their entirety—without break for reel change—thanks to a remarkable new recording tape. Called "Scotch" Brand Extra Play Magnetic Tape 190A, this new tape actually contains 50% more tape wound on each reel, with half again as much recording time as you find on standard tapes.

THE HUM OF A MOSQUITO or the sonorous tones of the school band—it makes no difference what you want to record. New Extra Play Tape captures every sound with uncanny realism because of its increased frequency range. And like all "Scotch" Brand Magnetic Tapes, new 190A Tape is economical to use. Made with strength to spare, it can be used year after year with complete satisfaction. And unlike disk recordings, there's nothing to wear out, no needles to replace.



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Catholic Education News

(Continued on page 24A)

January 24-28. The topics this year include:
Word perception in the total reading program.
Meaning and its effect on word perception abilities.
The relationship between word perception and concepts.
The place of phonics in the word perception program.
Readiness for word perception abilities at all levels.
Specific abilities in word perception.
Instructional tasks in word perception.
Analyzing word perception abilities.
Varying viewpoints on word perception.
Institute registration cost is \$50. This includes all costs of materials and supplies and also three luncheons and the annual banquet. Registration fee without the luncheons and banquet is \$45. Registrations must be made by January 10.

For descriptive booklet write to: The Reading Clinic, Temple University, Philadelphia 22, Pa.

COAST GUARD CADETS

The annual examination for appointment to cadetship in the U. S. Coast Guard will be conducted, February 28 and March 1, in more than 100 cities. Successful applicants will attend the U. S. Coast Guard Academy at New London, Conn.

Applicants must be high school seniors or graduates, and must have reached their seventeenth but not their twenty-second birthday on July 1, 1955. By June 30, they must have earned 15 units, including three in English, two in algebra, and one each in plane geometry and physics. They must be in excellent physical condition, between 66 and 76 inches in height, with proportionate weight, and have uncorrected 20/20 vision in each eye.

Appointments are made on the basis of competitive examinations and evaluated general adaptability. There are no Congressional appointments or geographic quotas.

Information may be obtained from the Commandant (PTP), U. S. Coast Guard, Washington 25, D. C. Completed application forms must be returned by January 15, 1955.

AD MULTOS ANNOS

★ **REV. CHARLES J. DEANE, S.J.**, vice-president and secretary-general of Fordham University, New York, recently celebrated his golden jubilee in the Society of Jesus. Since 1921 Father Deane has served as an instructor and in several administrative posts at the university.

★ A solemn Mass of Thanksgiving was offered at St. Joseph's Normal Institute, Barrytown, N. Y., early in October, to commemorate 60 years of service of three former residents of the Albany Diocese, **BROTHER BARBAS PATRICK, F.S.C.**, **BROTHER AMICK GEORGE, F.S.C.**, and **BROTHER ALBAN WALTER, F.S.C.**

HONORS AND APPOINTMENTS

Poverello Medal

LLEWELLYN J. SCOTT, a clerk in the U. S. Department of Defense, has been awarded the 1954 Poverello Medal for outstanding benefactors to humanity. The medal is awarded annually by College of Steubenville, at Steubenville, Ohio.

(Continued on page 28A)

-ANNOUNCING-



BIOLOGY IN A NEW DIMENSION

for High School

- Now an earthworm can be dissected 10,000 times without tools and put back together again.
- A frog can be stripped down in perfect dissections that will never dry out.
- The "inside story" of the human can be told part for part without the need for a model.

All this made possible in three specially prepared texts for both classroom and laboratory —

THE EARTHWORM THE FROG THE HUMAN

These booklets are complete with natural-color drawings, detailed text, and graphic presentations of basic biological concepts.

The unique drawings show the front and back of each organic part in true-to-life perspective. They are prepared on transparent (acetate) pages in living colors that will not fade or wear off.

You must see these books to appreciate their potential use!

Write for full details.

Row, Peterson & Co.
EVANSTON, ILLINOIS
White Plains, New York

PUTSCH'S

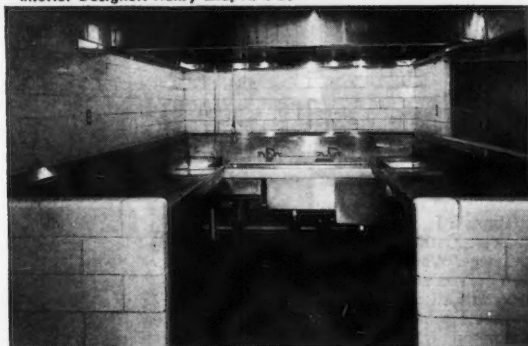
Cafeteria

KANSAS CITY, MISSOURI

Designers: Henry Schoenfeld, Vernon Brown, M. D. Kemp, Edward W. Tanner and Associates.



Interior Designer: Henry End, A. I. D.



Scullery Section



Salad Section of Serving Line



SOUTHERN DEALER INSTALLS PRIZE-WINNING CAFETERIA

Planned and installed by Greenwood's, Inc., Kansas City, Mo., the modern Putsch's Cafeteria has proved profitable to its owners and pleasing to its customers—and won a first award in the 1954 Institution's Food Service Contest. All of the fabricated equipment in the sanitary Stainless Steel kitchen and serving areas bear the label "Custom-Bilt by Southern".

Today hundreds of cafeterias, restaurants, hospitals, schools, churches and hotels all over the country are enjoying the economy and efficiency of "Custom-Bilt by Southern" installations.

Get expert help with your next kitchen equipment problem or layout — call your "Custom-Bilt by Southern" dealer or write Southern Equipment Company, 5017 So. 38th Street, St. Louis 16, Mo.

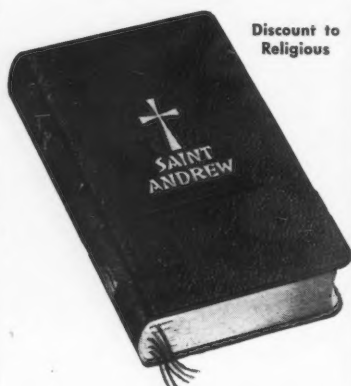
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EQUIPMENT COMPANY

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Regular Edition



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1R — Imitation leather, dull finish, red edges.....	6.25
1½R — Imitation leather, red under gold edges.....	7.00
2R — Genuine leather, red under gold edges.....	9.50
5½R — Genuine Morocco, burnished red edges.....	10.00
5R — Genuine Morocco, red under gold edges.....	11.00
5HR — Genuine Morocco, leather lined, red under gold edges	13.50
6HR — Genuine Morocco, leather lined, red under gold edges, in red, blue, green, brown	16.00
7HR — White Morocco, leather lined, gold edges.....	11.00

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ST. PAUL 1, MINNESOTA

Catholic Education News

(Continued from page 26A)

Mr. Scott maintains the Blessed Martin de Pores Hospice near the Capitol in Washington where 65 to 80 men are fed daily and there are 40 beds. The mainstay of the institution is in contributions from Mr. Scott's salary although help is received from other sources.

Mr. Scott is a Negro, a Franciscan tertiary, and a bachelor. The son of Baptist parents, he became a Catholic in childhood.

Christopher Awards

The Christophers present semiannual awards in the field of entertainment. Rev. James Keller, director, has announced awards as follows for the past six months:

Songs: IRVING BERLIN, for his song "Count Your Blessings."

Television: LOUIS EDELMAN, SHELDON LEONARD, ALAN LIPSCOTT, and BOB FISHER for "Birthday for Julia" (ABC's "Make Room for Daddy," Apr. 6).

ROBERT MONTGOMERY, NORMAN FELTON, and DORIA FOLLIAT for "Great Expectations" (NBC, June 7, 14, 21).

FRANK WISBAR and MICHAEL FOSTER for "Crusade without Conscience" (NBC's Fireside Theatre, Sept. 7).

FELIX JACKSON, FRANKLIN SCHAFFNER, and REGINALD ROSE for "12 Angry Men" (CBS Studio One, Sept. 30).

Radio: WALLACE MACGILL and DONALD VOORHEES for Bell Telephone Hour (NBC, May 17).

ALBERT MCCLEERY and TED WEAR for "Proclaim Liberty" (NBC's Inheritance Series, July 4).

Movies: ARTHUR FREED, VINCENTE MINNELLI, and ALAN JAY LERNER for "Brigadoon" (MGM).

AARON ROSENBERG, ANTHONY MANN, VALENTINE DAVIS, and OSCAR BRODNEY for "The Glen Miller Story" (Universal-International).

President of New College

VERY REV. LAWRENCE R. MCHUGH, S.J., has been elected president of the newest Catholic college in the U. S., Wheeling College, Wheeling, W. Va. Father McHugh had served since 1946 as director of admissions and assistant dean of studies of the undergraduate schools of Georgetown University, Washington, D. C.

St. Francis Xavier Medal

A new Xavier University (Cincinnati) award, the St. Francis Xavier Medal, given for outstanding service to Catholic education, thought, and letters, was conferred on Rt. Rev. MSGR. FREDERICK G. HOCHWALT, director general of the N.C.E.A., REV. LEO G. KAMPSEN, headmaster of the Lexington (Ky.) Catholic High School, and MOST REV. FULTON J. SHEEN, on December 5. The occasion for presentation of awards was the Universal Alumni Sunday of Xavier University, celebrated on the Sunday nearest the feast of St. Francis Xavier.

REQUIESCENT IN PACE

● SISTER THEOPHILA HALPIN, S.S.J., who taught art at Fontbonne College, St. Louis, Mo., for 21 years, died November 11, at the age of 85. She was a native of Rio, Wis., and joined the Sisters of St. Joseph in 1901.

(Continued on page 30A)

McCOURT

Uniforms



Mary Sue



Mary Anne

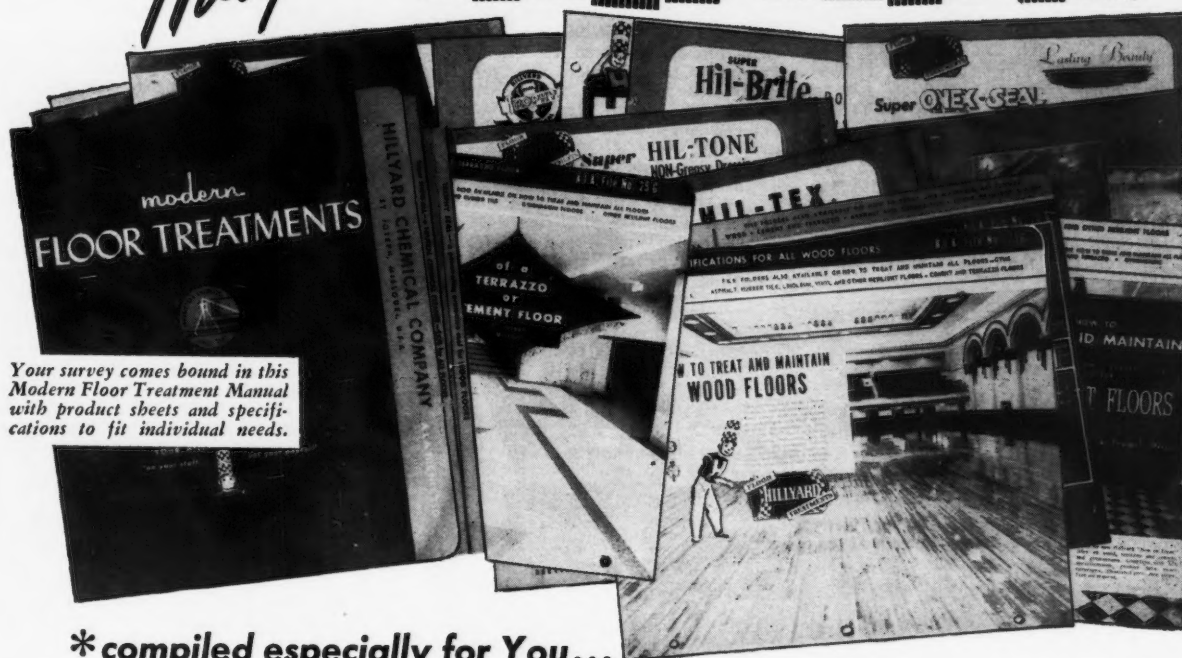


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St. Joseph, Missouri

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Institution.....

Address.....

City.....State.....

Catholic Education News

(Continued from page 28A)

● DR. ARTHUR F. J. REMY, well known Catholic scholar and professor emeritus at Columbia University, died October 24, 1954, at the age of 83. Dr. Remy was once president of the Catholic Historical Society and a member of the Modern Language Association. He retired in 1941.

● REV. FLORENCE D. SULLIVAN, S.J., former dean of Loyola University of the South, died October 28, 1954, in Mobile, Ala. He was Loyola president from 1925 to 1931, and prior to that regent of the dental school at Loyola. Father Sullivan was pastor of St. Joseph's parish, Mobile, at the time of his death; he was 71.

● DR. JOSEPH CHARLES KEENAN, professor of English literature at the graduate school of arts and sciences of St. John's University, New York, died suddenly on October 29, 1954. He had been a member of the faculty since 1933, having previously taught at Catholic University and at Georgetown. He was 56 years old.

● VERY REV. MSGR. RAYMOND MEAGHER, O.P., former provincial of the St. Joseph Province of the Dominican order, died October 20, 1954. He had served four consecutive terms as provincial. Msgr. Meagher was 81 years old, and had devoted 67 years to the Dominican order.

● REV. MURTHA J. BOYLAN, S.J., former president of John Carroll University, Cleveland, died in August, 1954, at the age of 79. President of the university from 1925 to 1928, Father Boylan was a teacher of philosophy and psychology at Xavier University, Cincinnati, at the time of his death.

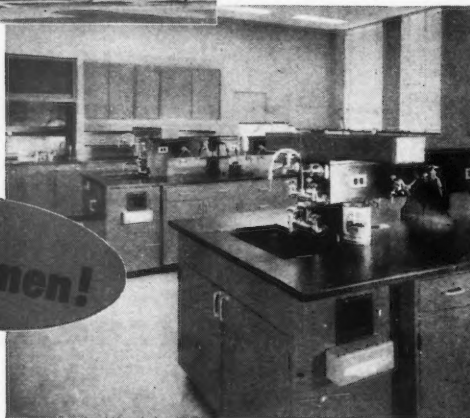


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Kewaunee Equipment with these "Toughest of all Tops." Now after 12 years of experience, Wyandotte again specifies "Kewaunee with KemROCK Tops" for their modern Research Building.

● KemROCK is an exclusive Kewaunee product made from natural stone (free from veins and seams)—impregnated and coated with a synthetic resin—then baked. It is jet-black—takes a high polish and adds much beauty as well as amazing extra service to Laboratory pieces.

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sent on request. Remember, too, that Kewaunee field engineers are available to you without cost or obligation.

Manufacturers of Wood and Metal
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EDUCATIONAL MEETINGS

Diocese of Providence

The 16th annual meeting of the Catholic School Institute of the Diocese of Providence was held at LaSalle Academy, Providence, October 28-29.

Addresses at the general sessions were: Wisdom Which the Teacher Needs by Rev. Allan P. Farrell, S.J.; Challenges Confronting Catholic Schools in the United States by Urban H. Fleege, Ph.D.; The Professional Education of the Teacher by Sister Angela Elizabeth, S.N.D.; and Lay Interest in Catholic Education by Marie M. Gearan.

Topics discussed in the senior high school section were: Conferences With Parents; Opportunities for Graduates in Business and Industry; Religious and Moral Duties in Parishes; Accreditation of Secondary Schools; Problems in Adjusting Curriculum to Bright and Slow Learners; Stimulating Project Work in Science; and Public Relations.

Topics for the junior high school division were: Physical Training—C.Y.O.; Cultural—Recreational Aspect; Religious Aspect; and Parent-Teacher Conferences.

The Diocesan Advisory School Health Council held a panel discussion on School Health in Action.

The intermediate division of the elementary section discussed: Homework; Value of the Testing Program to the Teacher; Retardation; Value of Report Cards; Rapid Advance of Bright Pupils—Means; Discipline—Positive and Effective.

The primary division discussed: Phonics in the Primary Grades.

Archdiocese of St. Louis

The annual elementary teachers meeting was held, November 4-5, at St. Mary Magdalen Youth Center, St. Louis, Mo. The meeting was sponsored by Most Rev. Joseph E. Ritter, archbishop of St. Louis; Rev. James E. Hoflich, superintendent of parish schools; and Rev. Elmer H. Behrmann, Ph.D., assistant superintendent. The primary teachers discussed: Children's Literature, Primary Arithmetic, Understanding the Primary Child, Our Child Guidance Program, and Home and School. Teachers of upper and middle grades considered the following subjects: Creative English, Christian Social History, Understanding the Pre-Adolescent, Our Child Guidance Program, and Home and School.

Kindergarten Association

The Iowa Catholic Kindergarten Association held its fall meeting at Blessed Sacrament School in Sioux City late in November.

The principal speakers were Rev. Newman Flanagan, pastor of Blessed Sacrament Parish, Sioux City; Rt. Rev. Msgr. C. J. Ives, superintendent of Catholic schools for the Diocese of Sioux City; and Sister M. Hortense, B.V.M., president of the National Catholic Kindergarten Association.

Demonstrations were given by: Sister M. Clemento, B.V.M., in music; Sister M. Laurelle, O.P., in choral speaking; and Miss Florence Butler, of the Sioux City Public Library, on children and books.

The following officers were elected: president, Sister M. Laurelle, O.P., St. Joseph's School, Dubuque, Iowa; vice-president, Sister M. Laurentia, S.V.M., Visitation Academy Kindergarten, Dubuque, Iowa; secretary, Sister M. David Therese, B.V.M., St. Joseph's Academy, Des Moines, Iowa; treasurer, Sister M. Germaine, P.B.V.M., St. Columbkil's School, Dubuque, Iowa.

Section meeting or meetings will be held in the spring.

(Continued on page 31A)

Catholic Education News

(Continued from page 30A)

CONTESTS

UN Contest

The 29th annual high school contest on the United Nations will be held on March 15 with a 3-hour examination of short-answer and essay questions. The first prize will be a trip to Europe or \$500; the second a trip to Mexico or \$200. American Youth Hostels, New York City, and the Experiment in International Living, Putney, Vt., will co-operate in arranging the prize-winning trips.

Students in all public, private, or parochial high schools are eligible. Schools should register through a teacher. Further information may be obtained from Miss Mary Hamilton, Contest Secretary, American Association for the United Nations, 345 East 46th St., New York 17, N. Y. Each school registering will receive a free study kit and additional kits are available at 50 cents.

SCHOOL NEWS

Diocesan Library Association

The Diocesan Library Association of Cleveland, Ohio, is now in its second year of existence, and is believed to be the only organization of its kind in the country. The group serves as a pool of book and library information for the librarians of the 35 Catholic high schools in Cleveland, but its membership includes elementary schools and seminaries, both in the diocese and outside. The work of this group has already merited the recognition of the nearby public libraries, national library organizations, and publishers of Catholic and secular books.

Officers recently elected are: chairman, Brother John of the Cross, C.S.C., St. Edward High School; secretary, Sister Maurita, C.S.J., St. Joseph Academy; treasurer, Bro. Adolph Kalt, S.M., Cathedral Latin School; review editor, Sister M. De Sales, C.S.A., St. Augustine Academy, all of Cleveland.

Federal Milk Program

Parochial and other nonpublic schools will receive about \$5,000,000 in direct federal grants during the current academic year under a new government program designed to increase milk consumption among school-age children. Secretary of Agriculture Ezra Taft Benson said it would be administered nationally by the Agricultural Marketing Service and within the states by educational agencies. In those states which have laws prohibiting the disbursing of funds to parochial schools, the aid will be given directly to the schools by the U. S. Dept. of Agriculture.

COLLEGES & UNIVERSITIES

Philosophy Courses Distributed

At St. Peter's College, Jersey City, N. J., all second-year students are this year, for the first time, studying philosophy, according to the dean, Rev. Edward F. Clark, S.J. Previously the first courses in philosophy were given in the third year.

Career Day

At Manhattan College (Brothers of the Christian Schools, New York City) the annual "Career Day" of the school of engineering was held on December 12. The event, conducted entirely by the students of engineering is designed for high school students, their parents, and teachers.

New Library

The new library, recently dedicated at the University of St. Thomas, Houston, Tex., houses 50,000 volumes, 16,500 periodicals, and a large collection of records, in addition to a reading room seating 200. Among activities planned in connection with the opening of the library Bishop John J. Wright of Worcester, Mass., gave an address on "Education in the Age of Fear."

Journalism at UD

The University of Dayton (Ohio) will offer a major program in journalism for the first time in its history beginning with the second semester of the current year, according to an announcement by Very Rev. Andrew L. Seibold, S.M., president of UD. The new program will consist of a two-year curriculum taught by experienced newsmen and designed to give a thorough professional level training in journalism and related fields of mass communication. Students will take a basic liberal arts program during their first two years and major in journalism in their last two years.

The newly formed journalism program will be directed by Asst. Professor George H. Weldon.

(Concluded on page 32A)

Modern • Outstanding



LITEGREEN CHALKBOARDS

Designed especially for today's modern schools, these Litegreen Chalkboards set the standard of quality.

They are engineered for greatest readability — without glare or eye strain. The extra hard thick surfaces are machine rubbed to provide easy writeability with ordinary chalk. Clean erasing. They require no special expensive wall construction and can be installed by any good carpenter.

But the outstanding feature is the permanence of Litegreen Chalkboards. Lowest maintenance — free from trouble — no repair.

These modern chalkboards are available in three constructions: *Slatebestos*, *Slatoplate*, and *Videoplate*. Each proven the best chalkboard for its specified installation.

LITEGREEN CORK BULLETIN BOARDS

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Beckley-Cardy Litegreen Chalkboards, backed by nearly half a century of experience, prove themselves in every type of installation.

To make your school rooms modern — outstanding — attractive — ask your architect to specify

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Send for Bulletin 545 of structural details.

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APPROPRIATE

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Write for color brochure illustrating how MOORE Confirmation Robes save money for each family . . . how MOORE transportation-prepaid service provides everything for ease, convenience and simplicity. Request, too, a sample outfit (in the new Cathedral Cloth), when requesting Confirmation Catalog E10.

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Gowns...Choir Robes...Girl's Gym Suits

Catholic Education News

(Concluded from page 31A)

Foreign Language Association

The first meeting of the newly organized Catholic Association of Foreign Language Teachers (CAFLT) took place at John Carroll University, Cleveland, Ohio, on October 9. Among the two score in attendance were approximately thirty Sisters from the areas of Detroit, Toledo, and Cleveland. After a brief invocation, Dr. Emile B. de Sauze spoke, outlined his views on the methods of teaching foreign languages at each of the three educational levels—elementary, high school, and college. His address was followed by discussion from the floor and refreshments.

The May meeting is scheduled to be held at Mary Manse College, Toledo, Ohio, with the possible subject: How Shall Colleges Train Individuals Who Are to Teach Foreign Languages in the Elementary School? Information is offered by the secretary to those interested in attending the May meeting, or those interested in forming an association in their vicinity. His address is: John C. Prevost, Assistant Professor, University of Detroit, Detroit 21, Mich.

SIGNIFICANT BITS OF NEWS

Catholic Library Schools

The 1954-55 edition of the *Handbook* of the Catholic Library Association lists ten Catholic schools of library science which offer graduate degrees in librarianship and are accredited by state or regional agencies.

The *Handbook* also lists 33 local units of the Association with membership from every state in the Union, nine foreign countries, and three U. S. Possessions. The total membership is 2050. Headquarters are at Maryknoll Seminary, Glen Ellyn, Ill. The next annual convention will be held in Milwaukee, Wis., April 12-15, 1955.

A Problem in India

Rev. Thomas Joseph, director of the Catholic Centre, Madras 1, South India, reports that his school of labor relations with 100 students is teaching Christian principles in labor and industrial relations to management and labor. This is an attempt to improve conditions that are driving the workers to Communism. Father Joseph says that his school is handicapped by a lack of reference books on Catholic principles in the field.

Better Reading Program

The Kansas Better Reading Program for Youth is a program sponsored by 50 of the leading civic clubs and service organizations of Wichita. Its purpose is to eliminate the merchandising and promotion, in family-type stores, of comic books and magazines which outline the details of crime and corruption to impressionable and impulsive youth.

A thorough study was made of more than 1000 magazines, by volunteers from various clubs and organizations, with at least 5 persons reporting on each magazine. From the studies a list of recommended magazines was compiled and sent to all retailers in Wichita. Every retailer following the recommended list will display in a prominent position a seal devised by the group. Catholic, Protestant, and Jewish leaders have lent much time and counsel to the project.

SCHOOLS OF AMERICA
Boston, K.S.

Efficiency	A+	A+
Ruggedness	A+	A+
Neatness	A+	A+
Adaptability	A+	A+

GOOD REPORT

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- **ADAPTABLE**—snap guide fits eight sizes of pencils.
- **Guaranteed for 1 year.**

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Non-advertising **SCHOOL REPORT BOOK** on pencil sharpener care, selection and use in schools.

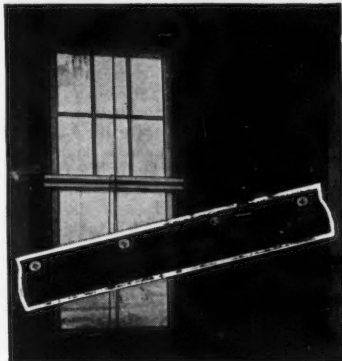
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PROGRAM TIMERS**

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- Assure punctuality!
- Cost little!



EASY TO INSTALL — EASY TO OPERATE

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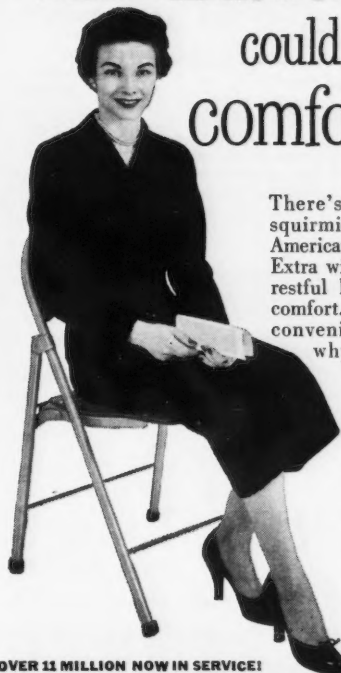
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Address _____

City _____ State _____

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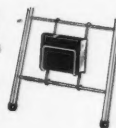
No. 54 has formed birch seat.

No. 53 has shaped steel seat.

No. 56 has imitation-leather seat.



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☐ No. 54 Birch seats

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☐ No. 56 Imitation-leather upholstered

Name of school or church _____

Street _____

City and Zone _____

State _____

Individual and Title _____

New Books of Value to Teachers

(Continued from page 11A)

yet the fact is that "two thirds of the Lutheran denomination, represented by the United Lutheran Church and the American Lutheran Conference, has surrendered the control of popular elementary education to the state."
—E. W. R.

The Concept of Schizophrenia

By W. F. McAuley, M.D. Cloth, 145 pp., \$3.75. Philosophical Library, New York, N. Y., 1954.

It would seem worth while that teachers, particularly those in secondary schools, should be acquainted with the general concept of schizophrenia and some of its symptoms. This is the principal mental illness of youth. In Britain, approximately 20 per cent of people entering mental hospitals each year are diagnosed as schizophrenics; 45 per cent of the population of mental hospitals has this diagnosis and most persons suffering from this malady range from 15 to 30 years of age.

Dr. McAuley, principal psychiatric registrar at Downshire Hospital in Northern Ireland, traces the development of schizophrenia and discusses a dynamic concept of the disease. He discusses the role of heredity and the influence of environment upon the personality and on this disease. He goes into its neurophysiology and its diagnosis. He devotes a chapter to a survey of modern treatments. Following a brief

chapter of conclusions, are a bibliography and an index.

This is a concise and fairly readable short book in an area where teachers might well have knowledge, but it is not essential. — Richard S. Fitzpatrick.

Catechism in Stories

By Rev. Lawrence G. Lovasik, S.V.D. Cloth, 314 pp., \$3.50. The Bruce Publishing Co., Milwaukee 1, Wis.

Father Lovasik, a well-known missionary and the author of booklets, prayer books, and meditations, has collected these stories to illustrate the questions of the catechism. There is one of them for almost every question in the *Baltimore Catechism No. 1*.

The stories are grouped according to the lessons and the questions in the catechism. Each lesson is preceded by the author's "Introduction" and the story for each question is followed by his "Application."

The book is intended for all teachers of the catechism. The publishers "tried out" a generous sampling of the stories serially in the *CATHOLIC SCHOOL JOURNAL* and received a remarkable number of favorable comments from Sisters—who were anxious to see the complete collection in a handbook.

Educating the Sub-Normal Child

By Frances Lloyd. Cloth, 155 pp., \$3.75. Philosophical Library, New York, N. Y., 1953.

The author, a British teacher with a diploma in the teaching of educationally subnormal children writes interestingly and convincingly of why children who have I.Q.'s between 50 and 75 should be educated in special schools. She indicates that the educationally subnormal child in a setting where the standards of those of average I.Q. are not imposed upon him thrives. The child finds he is acceptable in this new environment. All that is asked of him is that he do what he can. The individual attention that he gets makes possible an adequate adjustment to life. Besides describing the work, this book is important for the philosophy and sympathetic treatment that it gives the educationally subnormal child. — Richard S. Fitzpatrick.

Psychology in Teaching

By Henry P. Smith. Cloth, 479 pp., \$7. Prentice-Hall, Inc., New York, N. Y., 1954.

Dr. Smith, of the school of education at the University of Kansas, does a real service by presenting educational psychology for the teacher who is likely to have only one course in the subject. Dr. Smith is not interested in the person who is going to specialize in educational psychology. He wants to get at the teacher who is exposed to the subject just once. For this reason, this book is particularly important for professional libraries in many Catholic schools because of the necessity of hiring lay teachers who have no formal training either in education or psychology. Therefore, this book would help any teacher in a Catholic primary school who does not have formal training in the field.

Dr. Smith begins his discussion with an interesting analysis of the professional needs of the teacher. This is followed by part one of the book which gives the facts and trends of growth and development from infancy to maturity in five chapters: Physical Growth and Health; Emotional Growth and Development; Social Growth and Adjustment; The Development of Attitudes, Ideals, and Beliefs; The Nature and Development of Intelligence.

How and why people learn is explained in six chapters. These are entitled: Motivation—The Why of Human Behavior; How We

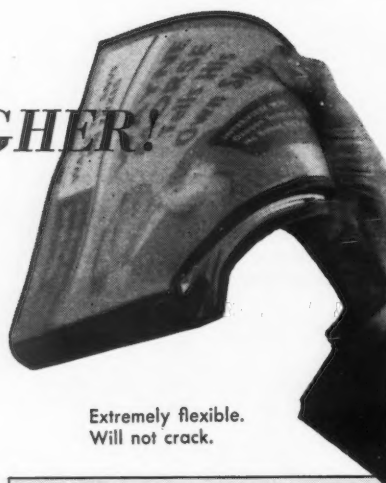
(Continued on page 36A)

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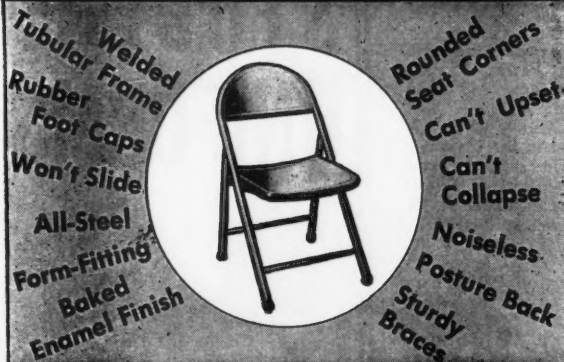
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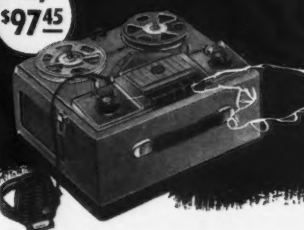
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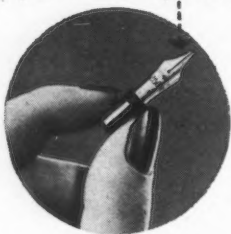
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New Books

(Continued from page 34A)

Learn; Learning in the Classroom; Individual Differences in Ability to Learn; Reading, Thinking, and Communicating; and Evaluating the Results of Instruction.

Four chapters make up Part 3 which discusses motives and problems in the life of the individual under these individual chapter headings: The Goals and Problems of Human Adjustment; The Psychological Basis of Behavior Problems; The Individual Child in the Classroom; and the Mental Health of the Teacher.

The first and last chapters of this book are tremendously important. Even well trained and old hands at teaching might well scan them. The author points out that the best-liked teacher has these qualities:

1. Is helpful with schoolwork, explains lessons and assignments clearly and thoroughly, uses examples in teaching.
2. Cheerful, happy, good-natured, jolly, has a sense of humor, and can take a joke.
3. Human, friendly, companionable, "one of us."
4. Interested in and understands pupils.

Now everyone realizes that all teachers should be like this but when you ask students and find that they are often exposed to traits that are not appreciated in the teacher, we realize that teachers must always be willing to study themselves. Some of the traits of least-liked teachers:

1. Cross, crabby, nagging, sarcastic, loses temper.
2. Not helpful with schoolwork; work not planned.
3. Has favorite students and "picks" on others.
4. Haughty, overbearing, does not know you out of class.

Dr. Smith eliminates much of the usual material found in educational psychologies having to do with the development of the field and some of the outstanding controversies. He tends to avoid or else simply define psychological terms. At the beginning of each of the chapters other than the first, he lists the major psychological problems that result and information that might be applied to it. At the end of each chapter are two types of bibliographies: one gives readings in a limited number of source books and the other is the more detailed common type of bibliography found in textbooks.

Dr. Smith in *Psychology in Teaching* says he is attempting only to present psychological data that will have importance to the teacher in the classroom, interpreting this data and then applying it to the specific problems that the teacher will meet. He does what he set out to do in a very readable manner.—Richard S. Fitzpatrick, Department of Psychology, American University, Washington, D. C.

The Integrated Curriculum at Work

Ed. by Sister Mary Janet Miller, S.C. Paper, 257 pp., \$3.25. Catholic University of America Press, Washington, 17, D. C.

This publication reports the proceedings of the "Workshop on Integration at Work in the Catholic Secondary School Curriculum," conducted at The Catholic University of America in June, 1953. It opens with an excellent thumbnail sketch of what the term "workshop" means and an introductory section entitled "Orientation to the Workshop." The editor explains the concept of integration as follows:

"The integrated individual is one in whom

(Continued on page 38A)

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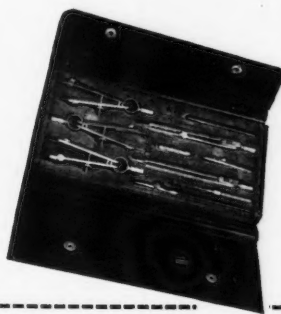
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INDEX TO CHILDREN'S POETRY:

First Supplement

Compiled by John E. and Sara W. Brewton

407 pp. • \$6.00

Graded for all children's groups, from nursery to high school levels, this First Supplement indexes 66 collections of poems published between 1938 and 1951. In dictionary form, the index features title, subject, author, and first line entries. All told, more than 7000 poems by about 1300 different authors are classified under some 1250 subject headings. An excellent guide to suitable poetry for holiday celebrations.

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New Books

(Continued from page 36A)

all powers of soul and body work in harmonious co-operation according to their essential hierarchy, so that the intellect constantly seeks and finds truth; the will aided by grace consistently acts in accord with the truth presented by the intellect; the emotions consistently submit to the control of the will; and thus the effects of original sin are overcome insofar as possible. Social integration is said to be achieved when individuals are aware of the nature of human society and of their rights and duties in relation to it; in other words when they see and accept the responsibility which is theirs as members of the Mystical Body of Christ (page 1).

"This year the philosophic concepts will again be studied in a daily seminar organized for that purpose. Hence I shall not enter into that discussion at this time but will point out only that a general conclusion reached year after year has been that religion will exercise its complete integrating force only if it is considered in such a way as to become actively connected with human living in all its manifestations. It cannot be considered merely in its intellectual aspects, but must also be seen in its volitional and emotional ones. It cannot be something merely to be known, but must likewise be something to be lived at every moment. No one presents a more practical and inspiring idea of how this can be done than the late Monsignor William Russell in his continual insistence on knowing and following Christ as the living example of religion in action. The picture of Christ living His life has been providentially preserved for us, he

points out in his latest book (*Teaching the Christian Virtues*, Milwaukee: The Bruce Publishing Company, 1952, pp. 4-5). In the Gospels the students may learn what faith is and hear Christ asking them to have faith in Him; they may gain knowledge far beyond that which remains in the intellect or in the memory for the purpose of examination, and which will stir the will to action because of a picture of a Man in action accompanies that knowledge (page 2).

"Integration will be achieved by keeping clearly in view the end to be gained and then directing every part of the school program toward that end. Two essentials are immediately seen: (1) conviction about the end you desire; and (2) realistic selection of means and methods to lead you to it (page 4).

A second section gives a scholarly presentation of education from the fifth to the ninth century, but its relation to the rest of the workshop is not clear. The succeeding sections consist of presentations on the relation to the integrated curriculum of the social sciences, English, art, science, mathematics, music, foreign languages, health, and physical education. Part I concludes with presentations on integration in the small high school and in the large high school, and on school-community relations. Part II contains reports on four seminar work groups.

The quality and scope of the workshop papers indicate that the leaders did some intensive work before as well as during the sessions. The report should be a "must" for those who are seriously attempting integration in the secondary school curriculum.—John P. Treacy.

Counseling With Parents

By Edith M. Leonard, Dorothy D. Vandeman, and Lillian E. Miles. Cloth, 330 pp., \$3.75. The Macmillan Co., New York 11, N. Y.

In this book the authors detail ways in which an imaginary teacher (Jane Le Roy) initiates and carries through a program of school-home co-operation in the all-round development of young children. The title, *Counseling With Parents*, is somewhat misleading, since the topics discussed represent a wide range of approaches which may be used in promoting understanding and co-operation between the teacher and the home. Actually, only one of the 12 chapters is devoted specifically to individual counseling. Other approaches discussed include group meetings, notes to parents, school bulletins, newsletters, study groups, social gatherings, workshops, and guided reading. Written in the first person, the chapters savor of real situations and real people. Although nontechnical in presentation, the content reflects a genuine understanding of child development and the broader concept of education. The thought questions at the ends of chapters suggest that the authors planned their book as a text in teacher training classes. It would be a helpful source in any elementary school library. Teachers and principals should find in *Counseling With Parents* many suggestions for uniting the efforts of the school and the home on their common educational objectives for young children.

Philosophy of the Curriculum of the Catholic Elementary School

Ed. by Sister Mary Nona McGreal, O.P. Paper, 260 pp., \$3. Catholic University of America Press, Washington 17, D. C.

This publication contains papers and discussions which grew out of a workshop held at the Catholic University of America. The members of the workshop attempted to apply our Christian philosophy of education to

(Continued on page 39A)

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(Continued from page 38A)

schooling in the United States. Each speaker focused his attention on a particular area of the curriculum. Lectures on religion, science, health, history, geography, music, art, reading, arithmetic and other elementary subjects are organized under four headings: Knowing God and the World He Made; The Study of Peoples; The Child's Search for Beauty; and Skills in the Curriculum. Three seminar reports on the elementary curriculum and one report on elementary school administration conclude the book. In general, the authors were unusually successful in avoiding in their scholarly presentations the usual gap between the philosophy and the practice of teaching.—*John P. Treacy.*

Interscholastic Athletics

By George E. Shepard and Richard E. Jamerson. Cloth, 276 pp., \$4. McGraw-Hill Book Co., Inc., New York 36, N. Y.

The authors base their philosophy of interscholastic athletics on the following premises: (1) that interscholastic athletics are a part of the physical education program; (2) that the objectives of interscholastic athletics are in harmony with the objectives of secondary education; (3) that interscholastic athletics are an asset to the participant, the school, and the community; (4) and that much of the criticism directed against interscholastic athletics is due to weaknesses in administration and leadership.

The state has delegated control of the athletic program to local districts just at it has delegated other phases of the educational program. Yet, state athletic associations have developed in order that competition may be conducted under a uniform code of rules and regulations.

The responsibilities of the local board of education, the superintendent, the principal, coaches, faculty, and student managers for athletics are discussed in line with current best practices in both large and small high schools. Areas of an administration that frequently cause difficulties such as finance, eligibility, interscholastic programs for girls and junior high school students are carefully considered. Suggestions are made for improving local intramural programs. Financial support for an intramural program should come from the general school budget. The intramural program should be under the supervision of the physical education department.

Interscholastic Athletics can be very useful to students going into physical education. It also makes a needed contribution to the professional library of the superintendent, the high school principal, and the director of physical education.—*Henry R. Horvat, Ph.D.,* Dept. of Education, Marquette University.

Paws, Hoofs, and Flippers

By Olive L. Earle. Cloth, 192 pp., \$3.50. Wm. Morrow & Co., New York 16, N. Y.

The author has classified mammals into orders according to their types of feet, and has presented factual information and interesting details on a variety of animals. However, the last chapter in the book concludes a short mention of man by saying that he "is the most highly developed of all the primates. He has a larger and better brain than that of any other animal. He has the power of speech and of sharing ideas. Man is the chief of the order of primates." From the scientific angle this is a good book for the study of mammals.

However, since the spiritual side of man is not even inferred, this will probably limit its value for our purposes.

Spirituality

By Antonin Gilbert Sertillanges, O.P. Cloth, 244 pp., \$2.95. McMullen Books, Inc., New York 7, N. Y.

The brief extracts from the writings of a famous French thinker and theologian take up basic considerations of God, man, morality, human trials, prayer, eternity, and similar topics. Arranged in single paragraphs, the book affords endless subject matter for brief daily meditations.

Our Little Nuns

By Joe Lane. Paper, 72 pp., \$1. Extension Magazine, Chicago 5, Ill.

The appearance of four previous collections of cartoons centered in the humorous experiences of nuns has perhaps taken the edge of novelty off this fifth book. Mr. Lane has lost none of his insight into humorous experiences, particularly of teaching Sisters. The reviewer is inclined to wonder whether it is wise

to include situations which are forced and situations which reveal nuns who pedagogically and religiously do not "ring the bell."

Sing Morning Star

By Elizabeth B. Meigs. Cloth, 117 pp., \$2.50. E. P. Dutton & Co., New York, N. Y.

This tale of the fated Balwin IV, young king of Jerusalem during the Second Crusade, is the story also of a noble lady who loved him and of a knight who joined a religious order so that he might nurse his leprous young king.

Science for Work and Play

By Herman & Nina Schneider. Cloth, 160 pp., illustrated in color, \$1.68. D. C. Heath & Co., Boston, Mass.

This is the first-grade book in the Heath Elementary Science series. There is a basal text for each of grades one to six. The first grade book is mostly pictures in color, showing children making experiments and using their faculties of acquiring knowledge.

(Concluded on page 40A)



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New Books

(Concluded from page 39A)

Our Lady Speaks

By Pere Leon Bonnet, translated by Leonard J. Doyle. Cloth, 283 pp., \$3. Grail Publications, St. Meinrad, Ind.

A note on these meditations on the Litany of Loreto reads: "Throughout this book the Blessed Virgin herself is considered to be instructing and exhorting the reader. This is only a literary device, of course. Its aim is twofold: first, to sustain the soul's attention and fervor by having it hear a cherished voice at every moment; then, to keep arousing the soul to answer its heavenly Mother with praise, supplication, outpourings of thanks and of love. . . . Perhaps certain readers will be shocked to hear the humble Mary praising herself. Let them recall that silence about the gifts of God is a law of exile: the law of the Fatherland desires their proclamation. . . . With better reason, others will disapprove the very notion of having the Blessed Virgin speak. Let them be indulgent toward a fiction from which little souls may draw benefit, and which may help themselves to become better established in that attitude of a child without which no one can enter the kingdom of heaven." The style itself is flowing, warmly maternal in tone, with the simplicity and directness of the truly wise. The content appeals to the reason as well as to the heart.

School of Darkness

By Bella V. Dodd. Cloth, 264 pp., \$4. P. J. Kenedy & Sons, New York 8, N. Y.

Subtitled "The record of a life and of a conflict between two faiths," this is the full account of an unusual woman and the process by which she, like many young idealists, grasped Communism as a new gospel, for which one could work sacrificially, blind to the use and abuse of their devotion. Bella Dodd was active in the Communist Party until her expulsion in 1949. In the telling of her story, she has attempted to trace some of the causes that "conditioned" her mind for the reception of belief in Communism, which proves of interest to the reader, and also describes the confused state of mind upon leaving the party—the transition from "group-think" to individual thought—and describes the latter with such restraint as to intimate that the procedure is not as dispassionate as she writes.

Western Lands

By R. O. Hughes and C. H. W. Pullen. Cloth, 472 pp., no price given. Allyn and Bacon, Inc., Boston, Mass.

A companion book to *Eastern Lands*, previously reviewed, this also is a fusion text in social studies, and rounds out the two-year middle cycle of the basic social studies. This volume blends the essential history, geography, and civics of the Western Hemisphere. Together the books offer a definite easing of loaded curriculums in comprehensive, attractive presentation.

COMING CONVENTIONS

Feb. 4-5. New York Archdiocesan Teachers' Institute, Cardinal Hayes High School, New York City. Secretary: Miss Margaret Ann Higgins, 451 Madison Ave., New York 22, N. Y. Exhibits: Rev. Raymond P. Rigney, same address.

Feb. 19. Catholic Library Association, Greater St. Louis Unit. St. Louis University High School, St. Louis, Mo. Secretary: Miss Marie Thomas, 325 North Newstead, St. Louis 8, Mo. Exhibits: Brother Arthur Goerd, 1909 N. Kingshighway, St. Louis, Mo.

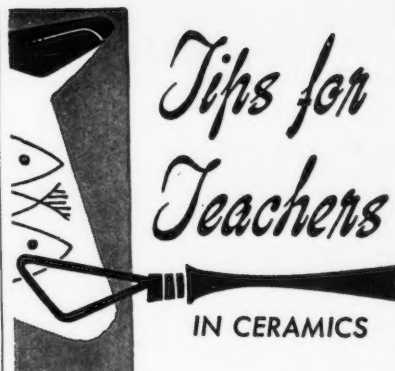
Feb. 19. Catholic Library Association, Maryland Unit. College of Notre Dame, Baltimore, Md. Secretary: Miss Mary Louise Wunder, Loyola College Library, Baltimore 18, Md.

Feb. 19-23. National Association of Secondary School Principals (NEA). Haddon Hall-Chalfonte, Atlantic City, N. J. Exhibits.

Feb. 24-26. American Association for Colleges for Teacher Education (NEA). Conrad Hilton Hotel, Chicago, Ill. Secretary: Dr. Edward C. Pomeroy, 11 Elm St., Oncont, N. Y. No exhibits.

Feb. 24-26. United Business Education Association, Conrad Hilton Hotel, Chicago, Ill. Executive Secretary: Hollis Guy, 1201—16th St., N.W., Washington, D. C. No exhibits.

Feb. 28-Mar. 2. Association for Higher Education (NEA). Congress Hotel, Chicago, Ill. Secretary: G. Kerry Smith, 1201—16th St., N.W., Washington 6, D. C.



CLEAREST of the CLEAR GLAZES

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Brilliant and sparkling — the perfect finish for ware decorated with Pasgobes (Pemco Liquid Underglaze Colors). Brings out colors to full richness. Light application can be applied by brushing, spraying or dipping.

Leadless formulation makes it perfect for application on dinnerware or mugs.

To eliminate crazing, use OH-TEN CLEAR with Pemco's OH-TEN CLAY BODIES. They are carefully formulated for exact match in expansion rate.

BECAUSE PEMCO GLAZES ARE SUPPLIED IN POWDER FORM — THEY CAN BE STORED EASILY, INDEFINITELY. JUST ADD WATER TO THE QUANTITY YOU WANT, WHEN YOU WANT. SAVES MONEY.

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IN FOLDING CHAIR STRUCTURE**

**DURABLY BUILT TO
WITHSTAND THE MOST
GRUELLING CONDITIONS**

Krueger's ahead again . . .
this time with two entirely new
Y-type chairs — one of tubular
steel, the other of channel
steel. Both, boasting radically
new structural methods and
details that make them the finest,
most durable and comfortable
portable chairs ever offered.

**LOOK AT THESE ENGINEERED
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- 18-gauge electrically seam-welded tubular frames
- Pivot point frame strengtheners
- 16-gauge tubular frame stretchers
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- Fully covered safety folding hinges
- Form fitting 8" deep backrest

CHAIRS TO MEET EVERY BUDGET

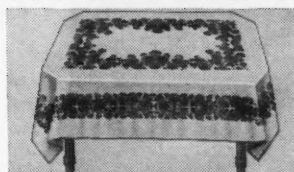
In addition to the tubular series 80 chair (illustrated) and the new Channel series 70, Krueger offers a wide range of chairs from which to choose. All, featuring exclusive structural details that assure complete satisfaction for many years after your investment has paid for itself.

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HEMMED WHITE LINEN DOUBLE DAMASK

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70/106 and 12/22 "	-----	33.45
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20/20 Napkins — Hemmed	dozen	10.80
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We carry complete line in all sizes, large or small, and prices will be sent upon request.

We carry a selection of cloths, place mat sets, pillow cases, etc. from Maderia, Italy, China, etc.

Send for price list on vestments, albs, surplices, altar and mass linens.

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Cedar Rapids, Iowa

NEW SUPPLIES AND EQUIPMENT

SHARPENER ASSEMBLIES

A new cutter head assembly for replacement in Apsco pencil sharpeners was announced recently by Apsco Products, Inc., Beverly Hills, Calif. When sharpener cutters become dull, the new unit, containing cutters, cutter pins and cutter head, can be inserted in an easy operation by any member of the office staff.

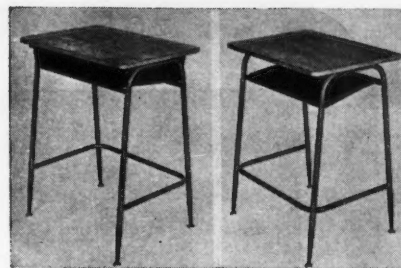
The new assemblies provide an inexpensive, efficient manner of pencil sharpener maintenance. Each assembly is factory inspected,

with perfectly matched cutters assured, and is packaged individually with installation instructions.

(For Further Information Circle Index Code 010)

SAMSONITE LINE

Two of the "new look" Samsonite classroom desks designed by Russel Wright for Shwayder Brothers, Inc., Denver, Colo., introduced recently, are the Book Box and the Open Shelf models. Made from one piece of



Book Box (Left), Open Shelf

steel, the Book Box has a rolled top edge which provides rigidity and prevents finger injury. The special design of the adjustable friction hinge allows the book box lid to raise freely but fall easily and slowly to prevent slamming. Counter-sunk rubber bumpers reduce noise in closing the desk lid. The interior contains full-length pencil groove and cleaning holes at the back. The book box is tilted to allow more room for the thighs at the front of the desk, and is finished in metallized baked enamel to match the legs. The Open Shelf model has the same features, with the shelf at an angle for more room at the front.

The desk tops are offered in three surfaces: plastic laminated to plywood, solid maple or birch, or maple plywood. Desks come in ten sizes to accompany graduating chair heights, and are produced in four colors: turquoise, rust red, cocoa brown, and light gray.

(For Further Information Circle Index Code 011)

UNDERWOOD ADDS COLOR

Continuing its swing to color, Underwood Corporation, New York, announces that effective immediately orders are being taken for Underwood electric typewriters in three color styles. In addition to the standard shade of gray, the company's Finger-Flite electric typewriter bodies may now be purchased in two-tone ivy green, Brewster green, and two-tone tan.

Chosen to blend with virtually any office motif, the non-glare colors were first seen by the public on the new Underwood portable line introduced earlier this year. Enthusiastic reception of the portables prompted the company to accent color in its electric typewriters.

(For Further Information Circle Index Code 012)

BASKETBALL NETS

Steel Chain basketball nets have been introduced to the athletic goods market by JayFro Athletic Supply Co., New London, Conn., Constructed to eliminate wear and repair problems of regular cloth nets, the chain net is



guaranteed for three years against breakage, scratching, shrinkage; it will not tangle. Made to regulation size, chain nets are available for all types of hoops. Because of their wearability, JayFro nets are equally suited for indoor or outdoor use.

(For Further Information Circle Index Code 013)

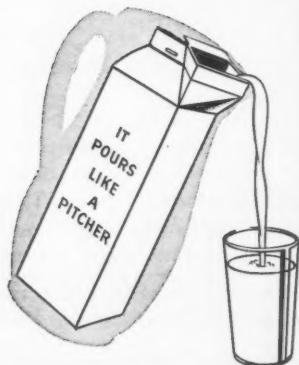
(Continued on page 43A)

Ask Your Dairy... FOR MILK IN DISPOSABLE Pure-Pak Cartons!

Use either
way:

Drink directly
from Sealed-in
Spout!

Safe, sanitary,
economical



Or... pour
like a pitcher!

No other paper milk car-
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Pure-Pak
YOUR PERSONAL MILK CONTAINER

The Perfect
milk carton

FOR VENDING MACHINES, TOO!

Another **BIS** Best Seller

"THE UNITED STATES"

(A Complete History on Film)

This film traces the history of the U.S. from the time the Pilgrims landed at Plymouth Rock through more than 300 years of struggle and conquest up to the present day maturity of 150 million people. Through live-action and animation, we see how the settlers in the east created one of the greatest production and shipping areas in the world, while the determination and courage of the pioneers in moving across the country to annex huge tracts of land opened up the way to the west, how industry and trade flourished, how the railways which link east and west made Chicago the greatest traffic center in the world.

Geographically the film shows America to be a land of extremes — the high Rocky Mountains overlooking the vast plains of Kansas, tains overlooking the vast plains of Kansas, weather ranging from 30 degrees below zero and over 100 in the shade, fertile farm lands and arid dust bowls, beneficial water power and destructive floods.

Since "THE UNITED STATES," in addition to being the only complete history of the country on film, also shows a keen insight into the human side of the average American. It is not only an almost indispensable tool for the teacher, but also an excellent example of the documentary motion picture for church film societies.

16MM Sound 45 Minutes
\$125 per print



Complete catalogues of other "FILMS FROM BRITAIN" available at nominal rental and purchase prices may be obtained free of charge by writing to:

British Information Services

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CATHOLIC 16 mm. SOUND MOTION PICTURES

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CHRIST THE KING, 80 min. Rental \$40.00

(School rates apply)

Story of His Life, Death and Resurrection. The film has rare spiritual beauty and has captured the true glory of the greatest sacrifice in the history of the world.

FATHER CHRISTOPHER'S PRAYER, 80 min. Rental \$40.00

(School rates apply)

A dramatic film set in 17th Century Milan that shows how faith, love and prayer can triumph over the forces of hatred, wickedness and tyranny — English sub-titles.

THE PERFECT SACRIFICE, 24 min. color (Queen's Work) Rental \$8.00

Shows how mass in English, abridged and synchronized with the actions. Film is designed to portray the dynamic beauty of the Mass prayers and sacrificial ritual.

ST. BENEDICT, 80 min. Rental \$40.00

(School rates apply)

His mortification, influences over his early followers, battle scenes, with ruthless Barbarians, miracles, founding of Monte Casino and religious order which followed his teachings.

THE VATICAN, Beacon of Faith, 40-min. color Rental \$12.50

NEW released documentary in beautiful color which includes the Swiss Guard, Pope Pius XII. A film everyone should see.

ROA'S FILMS

840 N. Plankinton Ave. Milwaukee 3, Wis.
Write for Catalogue

New Supplies

(Continued from page 42A)

GRIGGS STUDY DESK

A new Airliner Study Top Desk, providing a large, room desk top for comfortable work, has been introduced by Griggs Equipment Co., Belton, Tex.



The sturdy, light-weight design features a hardwood plywood desk top measuring 23- by 17-inches, a comfortable curved plywood seat and back, on tubular steel frame. The front legs of the Study

Top Desk extend from the desk top to the floor, giving positive support and preventing tipping.

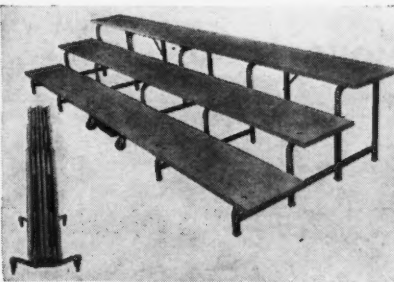
The No. 780 Airliner Study Top Desk is available in five metal and two wood finishes, with desk tops of colorful, enduring GE Textolite also available.

(For Further Information Circle Index Code 014)

FOLDING CHORAL RISER

A new portable folding choral riser that folds from a 12-foot to a 1-foot width has been announced by Haldeman-Homme Mfg. Co., St. Paul, Minn. The unit, called the Erickson Portable Fold-A-Way Standing Choral Riser, accommodates 40 singers or speakers using three levels and the floor.

One simple operation automatically folds or unfolds the patented understructure, thereby enabling one man to handle the unit easily. There are no individual platforms, clamps, or



Erickson Portable

legs to hook up. Because of the compact size when folded and rubber casters attached, the unit may be wheeled away for storage quickly. The riser is constructed of 9-ply 1½-inch plywood with 1½-inch square-formed steel tubing providing a sturdy understructure.

(For Further Information Circle Index Code 015)

CARD PUNCH SYSTEM

Punched cards for accounting use are prepared as an automatic by-product of type-writing operations with a new machine announced by International Business Machines Corp., New York, N. Y. It is known as the Typewriter Card Punch and consists of an IBM electric typewriter electrically connected by cable to an IBM card punch. The machine is available with non-printing and printing punches.

The new machine can be advantageously

(Continued on page 44A)

180,000 answers

to school cafeteria budget problems



180,000 ARROWHEAD Cafeteria Trays

in use in schools
across the country...
giving extra service
at minimum cost!

- No chipping! No breaking!
- Serve a whole meal in one unit.
- Stack easily. Wash easily.
- Light in weight. Save labor.
- Scientifically designed of Melmac plastic in 5 pastel colors.



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Dolch Aids-to-Reading help you get results

DOLCH Aids-to-Reading help you solve the problems presented by too many children with a wide range of reading ability. Prepared by E. W. Dolch, Professor of Education, University of Illinois, these aids fit smoothly into any established program. DOLCH Aids-to-Reading teach in the spirit of play. Children teach themselves and teach each other, with minimum direction.

DOLCH Aids-to-Reading are used extensively in schools throughout the country. All have been carefully tested to be sure they really teach. Materials are available for pre-school and grades one to seven.

Books That Are Easy To Read

The *Basic Vocabulary Series* meets the need for earliest possible independent reading. Composed primarily from the 220 Basic Sight words and 95 Commonest Nouns, they present less than one additional word per page. For children in the next level, the *Pleasure Reading Series* provides easy independent reading of famous stories retold almost entirely in the "First Thousand Words for Children's Reading."



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**Commencement
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*Direct Representatives in
all States*

New Supplies

(Continued from page 43A)

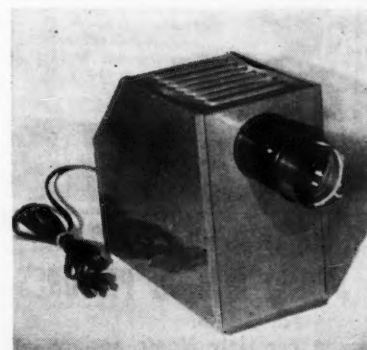
used wherever typing operations normally constitute the initial step in accounting procedures, and will be an important addition to the IBM line of feeder-type equipment for large-scale data processing systems.

Typewriter operation of the new machine is normal, except that upper case operation automatically provides for simultaneous card punching, and lower case permits the typing unit and punch to operate independently. A variation of type styles in upper and lower case enables the operator to distinguish easily and rapidly between punched and unpunched portions of the typed documents.

(For Further Information Circle Index Code 016)

MAGNA-VUE PROJECTOR

The Magna-Vue Projector, a new product of Johnson Smith & Company, Detroit, Mich., is designed to project and enlarge small printed matter or photographs. Shown on a screen or on paper, objects such as post cards, photos, maps, and small sketches are projected and enlarged in natural color. The projector allows



Projects, Enlarges

for material up to 3¼ by 4 inches, and enlarges to 22 by 30 inches.

This inexpensive model has an enameled steel body, 100-volt bulb, and is 10 inches deep. A double-focusing lens is included, and the projector comes with instructions for use.

(For Further Information Circle Index Code 017)

Wenger
RISERS

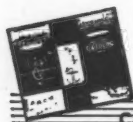
EASY TO MOVE • SET-UP • STORE



FOR ANY SIZE BAND, ORCHESTRA or CHORUS

Custom-built to fit your band, orchestra, or chorus. Sturdy. Safe. Guaranteed. Set up fast . . . take down quickly . . . store compactly. Also combination risers and portable stages for any event or performance. New 1954-55 catalog illustrates many types of risers, portable stages, sousaphone chairs, variety shows, and other items.

Wenger . . . top name in risers!



FREE
CATALOG

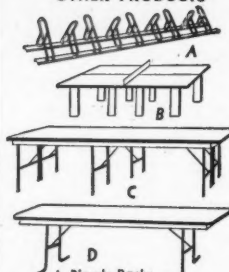
write for yours today!

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RISERS • PORTABLE STAGES • SOUSAPHONE CHAIRS
22 Wenger Bldg. Owatonna, Minnesota

OTHER PRODUCTS



A. Bicycle Racks
B. Table Tennis Tables
C. Portable Stages
D. Banquet Tables

SHOWTIMER DEVICE

Showtimer is the name of a new film measuring machine produced by Neumade Products Corp., New York, N. Y. A specially designed counter, used for the first time on the Showtimer, records hours, minutes, seconds, and split-seconds of projection time when a 16mm. sound film is measured on the machine. Through the use of a large sprocket hub, conforming to SMPTE standards, and synchronous tension arms, a flip of a fingertip is all that is required to thread the film with all possibility of film damage eliminated.

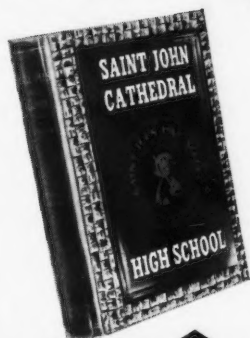
In addition to the Showtimer, the company also offers its popular Synchromaster synchronizers equipped with the Showtimer feature, thus combining synchronizing and timing functions in one machine.

(For further information Circle Index Code 018)

(Continued on page 45A)

BEST

TO PROTECT TEXT BOOKS WITH THE NEW PLASTI-THERE* TEXT BOOK COVERS

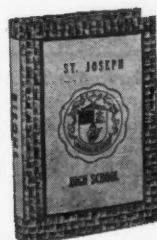


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Spine. (No printing)



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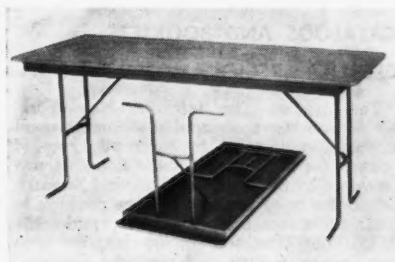
Your Name.....

New Supplies

(Continued from page 44A)

MULTI-PURPOSE TABLE

An attractive, easy-to-store table that is safe, sturdy, and provides ample leg room, has been announced by the Wenger Music Equipment Company, Owatonna, Minn. The table



Folding Table

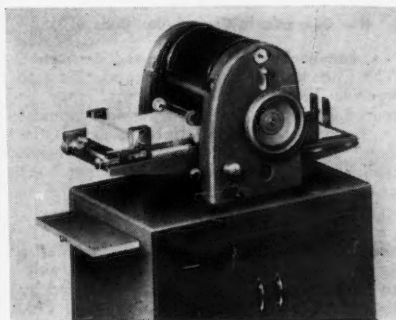
is 6 feet long, 30 inches wide, and 30 inches high. The legs fold and unfold so easily that a boy can easily set up or take down the table in a few seconds.

The top is of 13-ply, 7/8-inch silver birch plywood with hard Melamine plastic surface encasing the top, sides and bottom. The manufacturer claims the top is mar-proof, stain-proof, and scratch-proof. The top has a shaper cut edge which will not tear loose or split. The table has heavy-duty 20-gauge steel channel frame and one-piece friction brace to make it absolutely safe. Finish is hammer gray. Nonslip compression spring on ends enables tables to be placed end-to-end and locked firmly and quickly.

(For Further Information Circle Index Code 019)

NEW MIMEOGRAPH

A new, low-cost electric mimeograph with deluxe operating features usually found only in higher priced models was announced recently by A. B. Dick Company, Chicago.



Model 437

Features made available in the new, table-top Model 437 include a full ream feed, an enclosed cylinder, hairline registration, variable speeds from 90 to 180 copies per minute, and a new dual roll feed that may be set to eliminate paper lint on copy areas or to avoid smearing pre-printed copy. The enclosed cylinder permits use of new mimeograph inks which dry on contact with the paper.

All operating controls are clearly identified and complete operating instructions are always handy in the form of permanently attached metal decals.

Multi-color duplicating is simplified because

(Continued on page 46A)

Unexcelled
Colors in
a Practical
Shape!

PRANG
OVL-8
Water
colors

Only Prang has the Ovl-8 box that was researched and developed to give you the utmost versatility, convenience and impressive economy in one single unit!

Crisp... Sparkling... Brilliant... Prang Colors are perfect for capturing the imagination and creative charm of today's youth.

See the variety of sets and assortments for all ages at your favorite school distributor.



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